REPORT RESUMES

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A SURVEY AND EVALUATION OF PROJECT HEAD START AS ESTABLISHED AND OPERATED IN COMMUNITIES OF THE COMMONWEALTH OF MASSACHUSETTS DURING THE SUMMER OF 1965.

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THIS DESCRIPTIVE SURVEY AND EVALUATION WAS UNDERTAKEN PRIMARILY TO PROVIDE A MORE COMPLETE PICTURE OF NATIONAL AND STATE NEEDS FOR FUTURE PLANNING. A BRIEF BACKGROUND OF THE PURPOSES FOR HEAD START PROGRAMS IS GIVEN. FIFTY-SIX PROGRAMS WERE OPERATED IN MASSACHUSETTS DURING THE SUMMER OF 1965. CENSUS DATA IS GIVEN ON THE PARTICIPATING COMMUNITIES AND SPONSORS OF THE CENTERS. THREE TRAINING PROGRAMS WERE HELD IN BOSTON FOR JOB PREPARATION WITH HEAD START. THE TRAINING SESSION AT WHEELOCK COLLEGE IS DESCRIBED. TWO OTHER TRAINING PROGRAMS ARE TOUCHED UPON. A REUNION IN SEPTEMBER OF WHEELOCK TRAINEES BROUGHT OUT MANY WEAKNESSES AND DISAPPOINTMENTS IN THE PROGRAMS. TWO RESEARCH ASSOCIATES WERE CHOSEN TO HELP MAKE A FIELD STUDY OF 23 HEAD START PROGRAMS INVOLVING 30 MASSACHUSETTS COMMUNITIES. COMMENTS ON EACH CITY, INCLUDING NARRATIONS OF SPECIFIC EXPERIENCES, ARE GIVEN. ALTOGETHER, 289 PERSONS WERE INTERVIEWED. ANALYSES OF DATA COLLECTED ARE INCLUDED IN MANY TABLES. AFTER CONSIDERATION OF THE RESULTS OF THE SURVEY, SEVEN RECOMMENDATIONS MADE WERE (1) HAVE MORE CONSULTATION WITH POTENTIAL USERS, (2) EXAMINE THOROUGHLY THE HOURS AT WHICH PROGRAMS OPERATE, (3) USE NEIGHBORHOOD SCHOOLS FOR NON-PROFESSIONAL ACTIVITIES, ESPECIALLY THOSE INVOLVING PARENTS, (4) EXPLORE DAY CARE SERVICES FURTHER, (5) SECURE INTEREST AND PARTICIPATION OF BUSINESS CONCERNS, (6) PROVIDE MORE PREPARATION FOR KEY PERSONNEL TO GAIN UNDERSTANDING OF NEEDS OF CHILDREN AND FAMILIES, AND (7) GIVE MORE TRAINING FOR NON-PROFESSIONAL PERSONNEL. (APPENDICES GIVING RELATED INFORMATION ARE INCLUDED.) (EF)

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October 30, 1965

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989

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9899

Sincere appreciation to Dr. Reginald Robinson, Director of the Massachusetts Committee on Children and Youth and the staff workers without whose help this project could not have been completed.

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December 1, 1965

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A SURVEY AND EVALUATION OF PROJECT HEAD START AS ESTABLISHED AND OPERATED IN THE COMMUNITIES OF THE COMMONWEALTH OF MASSACHUSETTS DURING THE SUMMER OF 1965

Background Material

During the past few summers, many programs - new and old, volunteer and paid - under different sponsorships and in various localities have been run to combat some of the problems of children and youth from culturally disadvantaged homes or areas. Many of these, in general known as early intervention programs, have focused on the needs of the preschool-age child. The growing recognition of the positive relationship between school failures and limited economic and social environment has fostered a belief in the value of an educational experience for disadvantaged children prior to their entrance to formal school. This summer as part of the Federal Government's "attack on poverty", a nationwide Head Start Project was established by the Office of Economic Opportunity.

The stated purpose of Project Head Start was to "increase the achievement and opportunities for the children of the poor". Head Start was expected to offer a concentrated, total exposure program during 6-8 weeks in the Summer 1965 for those children who would enter formal school in September 1965 and who came from culturally disadvantaged homes or areas. The program was to be comprehensive involving persons and knowledge from the fields of health, social services and education. Set up within the broad limits of the program as outlined

[1]the individual programs were to be flexible and adapted to meet the needs of the particular community or group within the community that sponsored and supervised the program. Each program was to have a high degree of autonomy. Under the coordination of the Commonwealth Service Corps, and the direction of John Flynn, such programs functioned this summer in Massachusetts.

Preschool Education, in spite of its various sources of origin - the college laboratory - the day care center - the private school - today represents a modern advanced middle class caluation of children and children's needs based on a philosophy grounded largely in clinical psychology. The preparation of teachers and the establishment of preschool programs have been mainly in terms of the needs of middle class children and their parents. The training and functioning of the preschool teachers have in general been outside the main stream of public school education. Yet the clear expectation of the Head Start Program was "that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs of the school years."[2]

> First grade teachers are to observe in the summer and to take part in the staff discussion of the program. This will help the center staff understand what children might expect when they enter school in the fall and teachers to understand more about the abilities and needs of the children coming to them.[3]

1. Dr. Robert Crooke, memo to Mr. Sargent Shriver, subject: "Improving the Opportunities and Achievements of the Children of the Poor".
2. op. cit.
3. ibid.

This meant, in essence, a meaningful synthesis of an understanding of preschool education as it has been traditionally established, application and modification of it to suit the needs and requirements of children in the Head Start program, and an understanding of early childhood education as it is currently offered in the schools of the participating communities.

The Head Start Program proposed to give these children experience in an expanded and enriched environment. If these experiences are to be meaningful and helpful to the child from a culturally disadvantaged background, then a real effort must be made to involve the parents, especially the mother, so that the expanded and enriched environment will last longer than the scheduled preschool day. Traditionally, however, the involvement of parents in most educational endeavors has been minimal if at all. At present there is no large group of professional workers trained or equipped to pay more than lip service to such an endeavor to involve parents. But recognition of the importance of this need must arouse a desire to meet it.

Implicit in the Head Start Program was a desire to involve the entire community in a concerted action to solve the problems of poverty. Under the guidance and supervision of professionals, each community member could give of his talents; those able and financially secure, as volunteers; those able but in financial need as paid personnel, both working in spite of limited skills. Thus would be set in motion a relationship that could continue beyond the limits of the formalized program and yield in time a more viable, economically secure, cooperative functioning community that would benefit all its members, rich and poor - black and white - native and foreign-born - if they were willing to participate as individuals; and as representatives of established institutions.

Need for Project

The urgency of these Head Start programs emphasized the need for action but once initiated, action tends to supercede the need for observation, recording and evaluation, but does not deny its importance. The Massachusetts Committee on Children and Youth felt that it could make a meaningful contribution to this effort of the war on poverty with a survey and analysis of Head Start programs in Massachusetts, thus helping to provide a more complete picture of national as well as state and local needs for future planning.

GLOSSARY OF TERMS

1.	**Community:**	Town or city in the Commonwealth of Massachusetts where a Head Start program was located or where children in the program resided.
2.	**Program:**	Head Start program individually funded and operated.
3.	**Applicant:**	Organization making the initial application for a Head Start program.
4.	**Sponsor:**	Organization that actually ran Head Start program.
5.	**Co-Sponsor:**	Organization other than the sponsoring one that accepted specialized responsibilities within the program.
6.	**Center:**	Building where Head Start's participants -- staff and children assembled.
7.	**Group:**	Self-contained unit within a center including teacher, assistants and children. Number of children in a group - approximately 15.
8.	**Medical Service Worker:**	Doctor, nurse or dentist, or personnel concerned with health. Paid or unpaid.
9.	**Social Service Worker:**	Person rendering social services to Head Start program and Head Start families. May or may not have a degree in Social Work.
10.	**Teacher:**	Person actively involved and in charge of the educational program of a group.
11.	**Director, Program:** **Assistant Director** **Coordinator**	Top level administrative personnel for Head Start program. May represent either one of the major fields involved health, education, welfare.
12..	**Various Combinations:**	Program-Director - Head Teacher Center Director - Head Teacher Teaching Principal
13.	**Assistant Teacher:**	Usually a professional person of lesser preparation than teacher.
14.	**Teacher Aide:**	Helper to teacher usually without formal preparation for job. Paid position held usually by Head Start parent or neighborhood resident.

GLOSSARY OF TERMS

15.	Neighborhood Aide:	A social service worker, usually a neighborhood resident. Paid position.
16.	Parent:	Adult person, usually a biological, adopted, or foster mother or father.
17.	Head Start Parent:	A parent - mother or father with a child enrolled in a Head Start program. (Parent usually meant mother)
18.	Non-Working Parent:	Head Start parent not working in a Head Start program as a paid worker.
19.	Working Parent:	A Head Start parent working as a paid worker in a Head Start program - serving as a neighborhood or teacher aide, cafeteria worker, etc.
20.	Volunteer:	a) Head Start parent working regularly in the program as an unpaid worker. b) Community member working regularly in the program as an unpaid worker.
21.	Neighborhood Parent:	Adult person with no children enrolled in a Head Start program. Neighborhood Parent may be a paid or volunteer, filling any one of the numerous roles in program.

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SECTION A

CENSUS DATA ON HEAD START PROGRAMS IN THE COMMONWEALTH OF MASSACHUSETTS, SUMMER 1965

CENSUS DATA ON HEAD START PROGRAMS IN COMMONWEALTH OF MASSACHUSETTS

SUMMER, 1965

Fifty-six (56) [2,3] Head Start Programs were funded and operated in the Commonwealth of Massachusetts during the summer of 1965. Most of these were organized along the lines of a single geographic community being located in and drawing participants mainly from one city or town. In the large communities there was a sub-dividing into neighborhoods as in Boston, and a flowing over into nearby towns like Florence and Leeds near Northampton. A few programs represented the active jointed efforts of two or more communities, for example Plymouth-Carver and North Berkshire including Adams, Cheshire, Clarksburg, North Adams and Williamstown. One program, that sponsored by the South Shore Mental Health Association, used clinics in ten different locations and drew participants from thirty communities. Thus, the actual number of communities maximally or minimally involved in these Head Start programs exceeds the number of programs. Depending on the way a community is defined, approximately 120 are represented by these 56 Head Start programs.

These programs varied in size from very small (15) to extra large (1500) children. In this report they are classified according to size.

---

2. John Flynn of the Commonwealth Service Corps made available to the workers on this study all of the Head Start Project Proposals on file in the office of the Service Corps.

3. There were three separate programs funded in Springfield. These are counted as separate Head Start programs to achieve the total of 56.

TABLE

XL	- extra large	- 1000 +
L	- large	- 300 +
M	- medium	- 100 - 300
S	- small	- 50 - 100
VS	- very small	- 15 - 50

The programs were widely distributed throughout the state[4] with several falling within each of the regions as designated by the Commonwealth Service Corps.[5]

The initial applicants for a Head Start grant fall into four large categories: community action agency, schools (mainly public), city or town and private agency. Sponsorship, likewise fell into these four main categories, with a wide variety of voluntary agencies and non-profit organizatiins appearing under that of "private agency".[6]

TABLE

		Applicant	Sponsor
CAP		18	6
Schools		29	38
Pub.	29		3
Priv.	0		3
City/Town		5	6
Private agency		4	
		56	56

---

[4] See map -

[5] Commonwealth Service Corps has divided the state into five regions:
Region I West
Region II Central
Region III Northeast
Region IV East
Region V Southeast

[6] The complete analysis of the Head Start programs in terms of location, size, applicant and sponsorship is included in appendix - Title:

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HEAD START PROJECTS -- SUMMER 1965
COMMONWEALTH OF MASSACHUSETTS

1. Arlington
2. Athol
3. Barnstable
4. Bedford
5. Belchertown
6. Boston
7. Boylston-Berlin
8. Bridgewater
9. Brockton
10. Cambridge
11. Chelsea
12. Chicopee
13. Danvers
14. Dracut
15. Erving (New Salem)
16. Fall River
17. Falmouth
18. Fitchburg
19. Framingham
20. Freetown
21. Greenfield
22. Haverhill
23. Lawrence
24. Leominster
25. Lexington
26. Lowell
27. Lynn
28. Malden
29. Marshfield
30. Medford
31. Milford
32. New Bedford
33. Newton
34. North Berkshire
35. Northampton
36. Norton
37. Pittsfield
38. Plainville
39. Plymouth-Carver
40. Quincy
41. Salem
42. Scituate
43. Somerville
44. Springfield (3)
45. Stoneham
46. Taunton
47. Waltham
48. Webster-Oxford-Dudley
49. Westfield
50. Wilmington
51. Winchendon
52. Woburn
53. Worcester

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54. Mental Health Association Project (10 clinics):

1. South Shore Mental Health Center
2. Holyoke--Chicopee--Northampton
   Area Mental Health Center
3. Framingham Mental Health Center
4. North Central Mental Health Center
5. Greater Lawrence Guidance Center, Inc.
6. Northeastern Essex Mental Health Center
7. Brookline Mental Health Center
8. Eastern Middlesex Mental Health Center
9. North Suffolk Mental Health Center
10. Martha's Vineyard Mental Health Center

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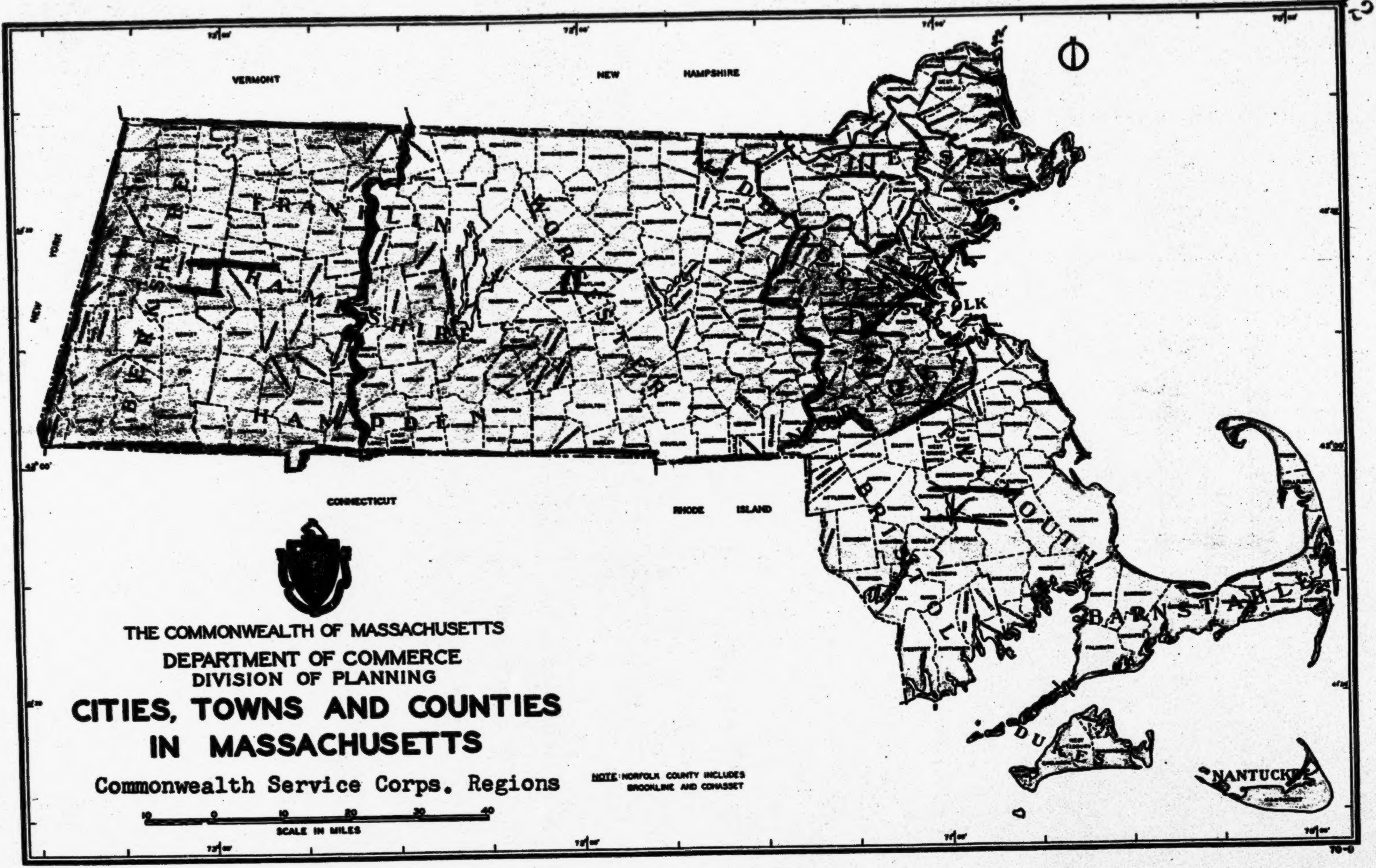
VERMONT
NEW HAMPSHIRE
NEW YORK
CONNECTICUT
RHODE ISLAND
FRANKLIN
HAMPSHIRE
HAMPDEN
BERKSHIRE
WORCESTER
MIDDLESEX
ESSEX
SUFFOLK
NORFOLK
PLYMOUTH
BRISTOL
BARNSTABLE
DUKES
NANTUCKET
73°00'
72°00'
71°00'
70°00'
42°00'
10 0 10 20 30 40
SCALE IN MILES

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF COMMERCE
DIVISION OF PLANNING

CITIES, TOWNS AND COUNTIES IN MASSACHUSETTS

Commonwealth Service Corps. Regions

NOTE: NORFOLK COUNTY INCLUDES BROOKLINE AND COHASSET

Form 10. 1M-4-66-017150

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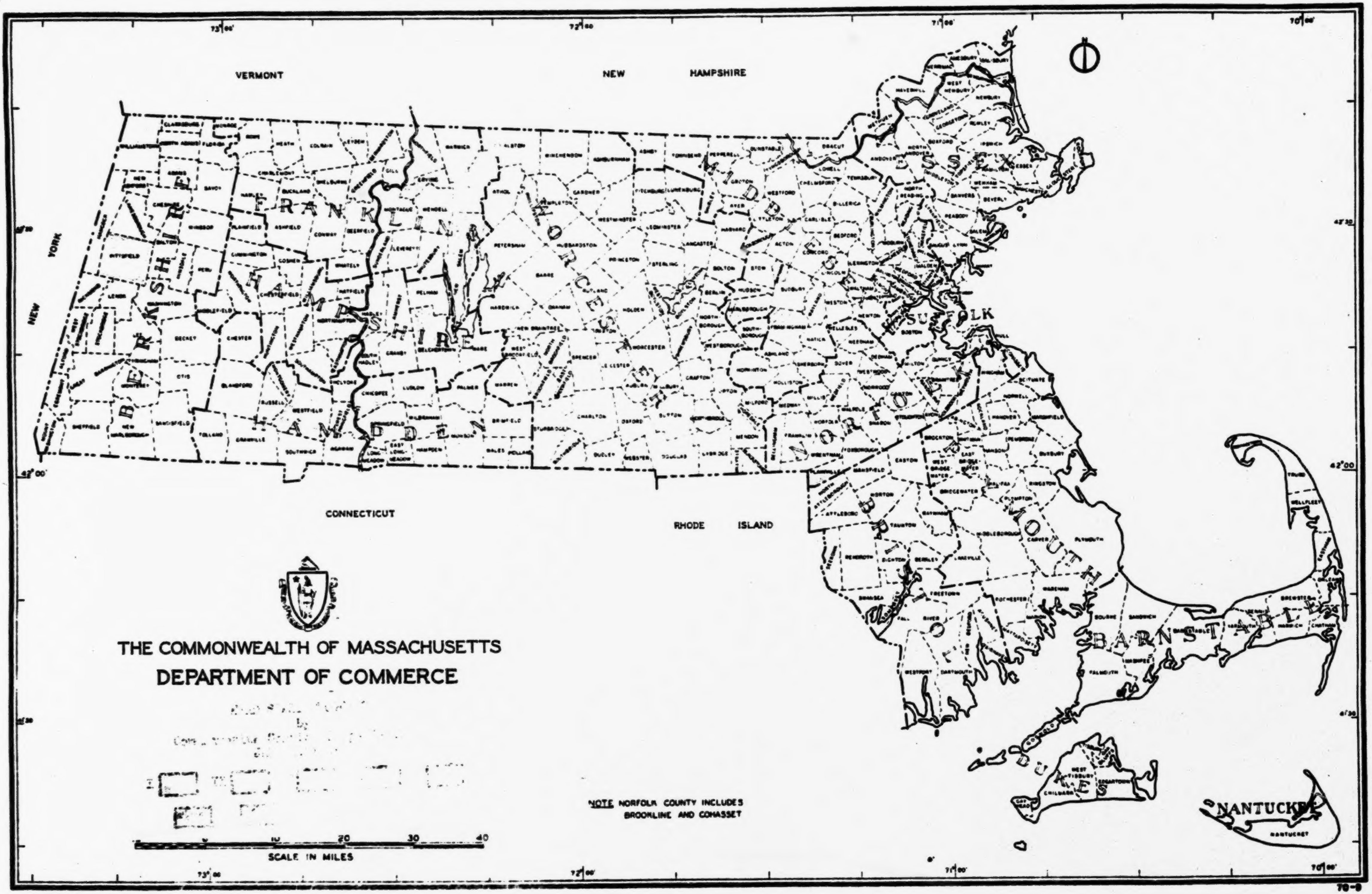
VERMONT
NEW HAMPSHIRE
NEW YORK
CONNECTICUT
RHODE ISLAND
BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
MIDDLESEX
ESSEX
SUFFOLK
NORFOLK
BRISTOL
PLYMOUTH
BARNSTABLE
DUKES
NANTUCKET
73°00'
72°00'
71°00'
70°00'
42°30'
42°00'
41°30'
0 10 20 30 40
SCALE IN MILES

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF COMMERCE

NOTE NORFOLK COUNTY INCLUDES BROOKLINE AND COHASSET

Form 10. 2M-2-64-937357

70-8

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HEAD START PROGRAMS IN
COMMONWEALTH OF MASSACHUSETTS
SUMMER, 1965

REGION		PROGRAMS	CENTERS *	GROUPS	CHILDREN *
I	West	11	44	85	1287
II	Central	9	27	69	1164
III	Northeast	8	26	52	842
IV	East	16#	120 #	229 #	3562 #
V	Southeast	12	36	91	1589
		56	253	526	8444

* Figures are based on actual count in the 23 programs in which field work was done and for the other 33 programs are the figures that appear in their Head Start project proposals.

# Only South Shore Mental Health Center, the applicant and sponsor for the mental health Head Start program is counted here, but the actual centers, groups and children are counted within the region in which the clinic was located.

APPLICANT AND SPONSOR

Six programs had a Community Action Agency as applicant and sponsor:

1. Brockton
2. Danvers
3. Fitchburg
4. North Berkshire
5. Norton
6. Somerville

Seven programs had a Community Action Agency as applicant and a public school system as sponsor.

1. Fall River
2. Malden
3. New Bedford
4. Pittsfield
5. Quincy
6. Springfield
7. Westfield

Five programs had a Community Action Agency as applicant and a private school or agency as sponsor.

1. Boston
2. Cambridge
3. Medford
4. Springfield (Guidance)
5. Worcester

Twenty Nine programs had a public school system as applicant and sponsor.

1. 1. Arlington
2. Athol
3. Barnstable
4. Bedford
5. Belchertown
6. Bridgewater
7. Chelsea
8. Chicopee
9. Dracut
10. Ervin-New Salem
11. Falmouth
12. Framingham
13. Freetown
14. Greenfield
15. Haverhill
16. Leominster
17. Lexington
18. Marshfield
19. Newton
20. Northampton
21. Plainville
22. Plymouth-Carver
23. Salem
24. Scituate
25. Stoneham
26. Taunton
27. Waltham
28. Wilmington
29. Winchendon

Three programs had a town or city as applicant and sponsor.

1. Boylston-Berlin
2. Lowell
3. Webster/Oxford/Dudley

Two programs had a town or city as applicant and public school system as sponsors.

1. Lawrence
2. Milford

Four programs had a private agency as applicant and sponsor.

1. Lynn
2. Mental Health
3. Springfield (1)
4. Woburn

% OF HEAD START PROGRAMS IN COMMONWEALTH OF MASSACHUSETTS BY APPLICANT AND SPONSOR

	APPLICANT					
Sponsor	CAP	PS	PA *	T/C	%	N
CAP	10.7 (6)	--	--	--	10.7	6
PS	12.5 (7)	5.18 (29)	--	3.6 (2)	67.9	38
PA	8.9 (5)	--	7.1 (4)	--	16.0	9
T/C	--	--	--	5.4 (3)	5.4	3
%	32.1	51.8	7.1	9.0	100	56
N	18	29	4	5		56

* Private School included in Private Agency category.

If we assume that the existence of a community action agency to serve as the applicant for a Head Start program means that the community had already been concerned about and organized to combat some aspects of poverty, then nearly one-third (32.1%) of the Head Start programs were applied for by such agencies. Too few community action agencies, however, stayed on as sponsors. The overwhelming number of sponsors for all programs, even those of the community action applicants, were public schools or some variation of private and public school association.

A closer look at these 18 programs with a community action agency as applicant shows that:

The six programs with CAP as applicant and sponsor were scattered throughout the state with one in each of the first two regions, two in the fourth, and two in the fifth. They varied in size -- one large, four medium, one very small.

The five programs with CAP as applicant and private school or agency as sponsor, were found in three of the regions -- one each in the West and Central and three in the East. Actually three of these, Boston, Cambridge, and Worcester had a high degree of public school sponsorship. In Boston the acceptance by the public schools of responsibility for the educational part of the program resulted in a need for co-sponsors to handle the non-professional aspects of the program. In Cambridge, there were two parts of the programs, one using public schools and public school personnel and the other using private agencies and non-public school personnel. Worcester's combination into an integrated program was that of public schools and private parochial schools. These three were large programs. One of the others was of medium size; one, small.

The seven CAP applicant and public school sponsored programs were scattered throughout the regions with two each in Regions I and IV and three in Region V. Three were large; two medium; two small.

FACILITIES USED

Not only were many of the programs sponsored by the public schools, when facilities used were classified, eighty-four percent (84.3) of the centers were in public schools. (Table (6))

DEMOGRAPHIC CHARACTERISTICS OF COMMUNITIES

Demographic characteristics of all of the communities in which Head Start programs were anchored are not included in this report.[7] An initial survey of the readily available census data showed several inadequacies in its use for judging the need within a community for a Head Start Program. Time did not permit a breakdown and recombining of materials into ways more suited to achieve the purposes of this study.

Age in the census material is given for two age groups, "under five" and "6-13 years." Head Start, as a program, cuts into both of these groups, since many communities do not have kindergartens and hence have six year olds who are eligible for Head Start. Many communities with kindergartens, non-compulsory, have a percentage

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[7] In Section ~~III~~ C selected demographic characteristics are given for the communities in the sample.
See also appendix C 3

HEAD START CENTERS

Facilities Used

Table VI

REGION #1 City or Town	Housing Project	Public Schools	Private Schools	Private Agency	Church
Belchertown (VS)		1			
Chicopee (m)		8			
Erving-New Salem (VS)		1			
Greenfield (S)		2			
* North Berkshire (M)		6			
* Northampton (M)		3		1	
* Pittsfield (M)		3			
Springfield (L)					
1) School Dept.		13			
2) Child Guide. Ctr.					3
* 3) So. End Comm. Ctr.				1	
Westfield (S)		1			
TOTALS = 43		38		2	3

REGION II City or Town	Housing Project	Public Schools	Private Schools	Private Agency	Church
Athol (VS)		1			
Boylston-Berlin (S)		2			
* Fitchburg (M)		5			
Framingham (S)		5			
Leominster (S)		3			
Milford (S)		1			
* Webster, Oxford, Dudley (S)		3			
Winchendon (VS)		1			
* Worcester (L)		3	1		
TOTALS = 25		24	1		

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REGION III City or Town	Housing Project	Public Schools	Private Schools	Private Agency	Church
Bedford (S)		2			
* Dracut (VS)		1			
* Haverhill (M)		5			
* Lawrence (L)		7			
* Lowell (M)		6			
Wilmington (S)		1			
Woburn (S)			1		
TOTALS = 23		22	1		
REGION IV					
Arlington (VS)		1			
* Boston (XL)		46	7	5	4
* Cambridge (L)	1	4	2	4	2
* Chelsea (M)		5			
Danvers (VS)		1			
Lexington (S)		1			
Lynn (S)		1			
Malden (S)		2			
Medford (VS)		1			
Newton (S)		2	1		
* Quincy (M)		5			
Salem (M)		8			
Scituate (VS)		1			
* Somerville (L)		8			
Stoneham (VS)		1			
Waltham (VS)		1			
TOTALS = 113 4		88	10		

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REGION V City or Town	Housing Project	Public Schools	Private Schools	Private Agency	Church
Barnstable (VS)		1			
Bridgewater (VS)		1			
* Brockton (M)		3			
* Fall River (L)	2	6	1	1	
Falmouth (S)		1			
Freetown (VS)		1			
Marshfield (S)		1			
* New Bedford (L)		9			
* Norton (M)			1		
* Plainville (VS)		1			
* Plymouth-Carver (M)		4			
* Taunton (M)		2			
TOTALS = 35	2	30	2	1	
Mental Health Association Project 16	1	13	1	1	
GRAND TOTAL = 255	4	215	15	13	9
% FACILITIES USED = 100.	1.5	84.3	5.8	5.0	3.5

of their children who do not attend. These non-attenders often tend to be from the disadvantaged group that should be reached by Head Start. Such communities should be concerned about enrolling both pre-kindergarten and kindergarten age children and hence need to be able readily to identify the needs of the child between the ages of 4 and 7.[8]

Not only is it difficult to separate the Head Start age group from the general census data, the data also fail to identify those children in the correct age bracket who are also from the socio-economic level eligible for Head Start. Since a child's socio-economic status is that of his parents, then the source for this data, should be sought in census data on the adult population.

In the table, % of Population with income of $3,000 or less, no provision is made for age. Many with low incomes are older persons, but the families of concern to Head Start Program would be those with young children and with mothers within the range of the child bearing years. Moreover, the attack on poverty may have its greatest impact if it is focused mainly on those who are in the early years of child bearing (mother) and early working years. (father

Where families are listed and numbers include related children, the figure is for children under 18 years of age. A further breakdown for pre-school years would be helpful.

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8. The age figures, % below 5 years is used in this report as being the most useful one.

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The following types of cross-tabulations available from the Bureau of the Census would be of great use in planning both Head Start and other follow up programs. A fairly accurate picture of the audience of the consumers of the goods and services of the O.E.O. projects is essential. For example, the age of parents could be divided into groups like "under 21", "21-30", "31-40", and "41 and over"; that of the children into less than 3 (anticipating the future customers, 3-6 (the target for head start) 6-9 (the crucial early school years), and 9-12 (the late elementary years).

Since the Head Start program expects to accomplish much through the avenue of education, knowledge of educational level attained by parents is essential. The % below 5 years of schooling however, appears to differentiate between communities and may be of use in identifying Head Start needs whether or not a break down by age is made. Cross-tabulations by grade of school completed by parents and occupation of father and/or mother should have even greater usefulness.

All of the final reports of the Day Care Study of the Massachusetts Committee on Children and Youth, conducted in six areas of the Commonwealth, are not finished. What pertinent analysis of census data are available at this time from this study are included in Appendix C2 and cover Central Berkshire, Springfield, and Fall River.

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SECTION B

COMMENTS AND OBSERVATIONS ON STAFF ORIENTATION AND TRAINING PROGRAMS OF PROJECT HEAD START

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COMMENTS AND OBSERVATIONS ON STAFF ORIENTATION AND TRAINING PROGRAMS OF PROJECT HEAD START

Project Head Start, as conceived by a panel of experts was "to establish the kinds of programs which might be most effective in increasing the achievement and opportunities for the children of the poor." These programs were to include the knowledge and practices from the ofttimes separated fields of health, social services, and education. The proposals, however, were drawn mainly by public school administrators; the verbal setting was an educational one of "schools and classes" in diverse physical surrounding--public schools, nursery schools, settlement houses, housing projects, and churches, staffed by professional personnel who were mainly public school teachers, aided by neighborhood people, largely untrained. All of this was to function according to early childhood concepts stressing the needs of the individual child. These concepts have been nurtured and used primarily in private nursery schools and kindergartens attended largely by children from middle class backgrounds. The programs were to operate mainly in "target poverty" areas, both urban and rural, during the hottest part of the summer. In brief, drawing from many established practices and relationships, Project Head Start was to combine them into a new pattern.

A training program was instituted to prepare people, most already considered professionals, for many of the jobs in the Head Start Program.[1] After consultation with Dr. Vera John of the

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[1] Robert J. Pitchell, "Staff Orientation and Training Programs for Project Start", Program Director, N.U.E.A. Management Center, Center of Adult Education, University of Maryland, 1965.

Project Head Start Research Staff, it was decided that the stated curriculum was sufficiently limited so that contact with one training program would be sufficient for my purposes.

Of the three training programs in Boston[2] at Boston University, Tufts University, and Wheelock College, I chose to observe at Wheelock College. I have had rewarding, if limited contacts, with Dean Henry Haskell. I am fully aware of his orientation toward and understanding of the social situation of the less privileged sector of our society. I expected that his work would focus on orientation rather than training and would stress attitudinal changes rather than the acquisition of skills and techniques.

WHEELOCK COLLEGE

Wheelock College offers a broad general education and professional preparation for the teaching of young children. Founded in 1888, it provided, from its beginning, education for kindergarten teachers. The privilege of awarding the degree of Bachelor of Science in Education was granted the school by the Commonwealth of Massachusetts in 1941, and the name was changed to Wheelock College. In 1953, Wheelock College was authorized to award advanced degrees in education. It is accredited by the National Council for Accreditation of Teacher Education and is a member of the New England Association of Colleges and Secondary Schools.

On the faculty of Wheelock College is an unusually fine group of early childhood education specialists. Dr. Henry S. Haskell, Dean of Teacher Education, drew upon this group for his staff. The college's pioneering efforts in this field of early childhood education have yielded contacts and interests within the greater Boston area from which resource persons were drawn.

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[2] Western Massachusetts staff was trained in Rochester, New York and many of the Southeastern staff were trained in Connecticut. See Appendix.

Unlike some of the other institutions participating in this program, Wheelock College's major focus is on the preparation of undergraduates to become teachers. It also channels a limited number of graduate students toward advanced degrees in education.

STAFF AND FORMAT

I spent two full days at Wheelock College, Friday, June 25th and Thursday, July 1st. I thus observed two groups of trainees being offered two different parts of the core curriculum under the directior of two different staff members, Dr. Haskell and Dr. Alice Kelliher. Copies of the scheduled training program for the three training periods are in the Appendix.

The staff recruited to implement this program was an excellent one with highly competent persons representing and presenting their specialities in the areas of health, education, and welfare. Unfortunately, the identifying data for the personnel as presented in the program were very limited. It is possible that the participants were not fully aware of the calibre of persons participating in the formally presented part of the scheduled program.

The large group-lecture and small group-discussion format was followed to foster informality and encourage questioning. Outside lecturers and films were used extensively. The viewing of films served as a substitute for the direct observation of children.

The long coffee breaks and lunch hour in very adequate physical surroundings gave further opportunities for unassigned group discussions. The book store-library, where a wealth of printed material was available for no or a small charge, was also an excellent place for browsing. Unfortunately it was located in the basement, out of the main streams of activities.

Although I spent time only with two of the three groups, I was able to find out some data from the files on the third group.

TRAINING GROUPS AT WHEELOCK COLLEGE

The first group, which I did not attend (June 14-19) was the smallest of the three groups. It had 15 persons, 3 of whom were social workers. Several of ~~them~~ the participants held high administrative or supervisory positions in the program, several were also early childhood education persons or persons not committed to a professional job at that time. (Most regularly employed public school teachers were still on their regular jobs.) The geographical spread of their home residences was very limited. All of these participants were women; three of them were Sisters. I know that there was one Negro in this group. There may have been more.

The second group (June 21-26), the first group that I met, had 36 persons. This was handled as two smaller groups of 18, when it was necessary. There were 35 women and one (1) man in this group. There were social service supervisors as well as teachers. Their home residency showed a wider spread than that of the previous group, 2 were from out of state, 3 from towns outside of the Greater Boston area.

This group was a well integrated one with at least 15% of the group Negro, by inspection. Within this group there were several persons, white and Negro, well acquainted with some of the problems of families whose children would be in the program. The coffee break and luncheon period were full of talk about the racial overtones in this program. I felt that the interracial contacts made here were most meaningful and a desirable if unplanned part of this training session.

The third group (June 28-July 2) was a large one, with many of the members working in four programs--Lowell, Quincy, Worcester, and Boston. The group differed from the previous ones, not only in size and composition, but it also functioned under the direction of a different person, Dr. Alice Kelliher and in a time slot just before the "onslaught". The staff-discussion leaders were the same. There were 79 members in this group. There were three (3) Sisters, 3 men, and 73 women. There were very few Negroes in this session. This larger group was divided into three smaller groups of 26, 26, and 27. (I believe the Worcester 27 stayed together as a group. There was one social worker in this session, but she left the group after the third day.) Places of residency were spread even more widely than the other two groups.

The questions raised by the participants in discussions showed a lesser awareness and understanding of the poor than was shown in the second group.

This group was large. Having watched Dean Haskell handle groups, I cannot help but speculate on what might have happened. I feel that he probably could have been more successful in reaching this large group, in disturbing their complacency or limited awareness of the full social implications of the program, and instituting attitudinal changes. He might, however, have only upset the apple cart without having time to realign the apples. This could have meant more confusion and lesser ability to cope in the actual program. The director for this session, Dr. Alice Kelliher, sensitive to the mood of the group felt that the anxiety level was high so many participants were unable to pay attention to what was being said and taught. Most of the members had just recently completed a full teaching year (or a study one), were highly aware of the imminence of the start of the program, their own limited preparation to work with these groups, and the brief time to learn why, what, and how. Accordingly a change was made in the program for this session to allow a block of time for direct contact between the participants and the administrative head of each of the four programs.

Because of the size of this group, many activities were set up according to the particular program in which the participants would be working. While this "location" division was good for ease of assignment and work in terms of the realities of the situation, it permitted limited cross fertilization of ideas and experiences between the various program participants. It seemed also to highlight the hierachical aspects of each program which in turn were reflected in the pattern of participation in discussion groups. The person in charge was assumed to be an authority figure when actually more might have been accomplished if there had been more seeking on the part of all for ways of viewing the program and coping with problems.

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OBSERVATIONS

Friday, June 28, 1965, Observation under the direction of Dean Henry Haskell, Wheelock College, Boston.

Dean Haskell handled the full group in session for the first part of the morning which was devoted to the records, tests, etc. to be done and filled out. He made a critical analysis of the forms, pointed out their strengths as well as weaknesses to do the job they were intended to do. He encouraged the participants to question and challenge the purposes and validity of these schedules. He discussed skills needed to use them and the possible distortions to follow from their misuse. He showed where each one fitted into the total picture. He stressed the importance of keeping daily records, both for their own value to a teacher and as a resource for filling out some of the forms. In all he covered 7 different forms and tests.[3] His purpose seemed to be to foster a thinking attitude on the part of the participants as they had to use and fill out these forms. Every one became aware of the size of the task to be done.

Dean Haskell's approach assumed that his audience was sufficiently well grounded in test and questionnaire construction and use to be aware of social class as well as individual bias and the possibility of even unconscious psychological distortions in responses. More questions were raised or provoked by this discussion than could be answered. The coffee break following this session bubbled with further questions and discussion.

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3. See appendix. The copies used for the projection machine in this presentation did not show the smaller print and "IBM" type marking accuracy to be required for the regular forms. Missing from this session were the three medical and health forms.

After the coffee-break, Dr. Lewis Sanders of Boston University lectured on tasks that a child has to deal with and the ways he has for coping with them. It was an excellent, carefully prepared and clearly presented lecture, somewhat erudite, serving to overwhelm one not well grounded in a psychological understanding of the needs of the so-called normal child or underexposed to the psychiatric approach to the problem child. An incomplete understanding of the meaning of his presentation might well have fostered a stereotype of the disadvantaged child as a maladjusted child because his learned ways of coping with situations differ from those more acceptable in the middle class group, represented by the participants. There was inadequate time to tease out all that was implied in this lecture.

Dr. Ed Stone's afternoon lecture on volunteers in the program, especially volunteers indigenous to the head start neighborhoods, showed clearly his own knowledge, concern and ability to work successfully with those from an economic and cultural level different from his. He pointed out the various unaware ways that the middle class person, often even the well intentioned one, has of discriminating against the indigenous person and blocking him out of full participation in the main stream of society. He pointed out the difference in orientation and experience that stresses action and motion for the indigenous person, if aroused, and talk for the so called "helper". The content in this lecture was excellent and if the group were in a receptive mood, it could have done a great deal toward changing attitudes and giving actual skills in assigning and handling of volunteers.

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The audio-visual materials, films, used were very good and represented a careful selection suitable for orientation. But films are not live children; and the adults in them cannot respond to the specific concerns of these particular participants. Some of the participants really needed the training that would have been possible only with real contacts in ongoing situations.

My over all negative criticism of this day's program is closely related to Dr. Stone's own statement about the indigenous ones "that they were less accepting of talk and wanted action and motion." Here is a hint for one of the major shortcomings of this program of training. After these lectures and discussions, the teachers should have had immediate contacts in situations with indigenous persons--children, parents, volunteers, they should have acted and then had a chance to come back together and talk over their own actions and reactions in these situations in the light of what had been offered in the classroom. If possible, an intervening session of role playing, discussion and evaluation of the experience might well have preceded the field experience. A further elaboration on this point will be made later in this paper. unfortunately I did not always remember that the staff was interpreting this mainly as an orientation rather than a training program because the word training was heard so often.

Thursday, July 1, 1965, Observation of session under the direction of Dr. Alice Kelliher, Wheelock College, Boston.

The focus of the program on Thursday was on the health aspects. Dr. Berg, Dr. Kearsley and the chairman all contributed valuable insights about medical care, what it should be and what was likely to be found. They were very concerned about the area of treatment, much more so than of discovery. The material, presented to a large extent as a three way discussion, allowed each person very little chance to develop fully an idea or a particular point of view. The listener was forced to hop from topic to topic, each one vital but underdeveloped. If the purpose of this approach was to give more informality to a lecture to such a large group (compared to the other ones), then I feel that it failed to do so. I felt that the doctors had a wealth of knowledge and understanding that they might have shared with the group, but instead much of this was left untouched. I was unable to attend either of the discussion groups. Perhaps here the lacks were met.

The early part of the afternoon was spent in the four usual groups. To each was assigned a health and safety speaker. The session that I attended revolved mainly around safety--the physical hazards to be aware of when a plant intended for older children is used by younger children. A copy of the health program used in one school system was distributed as well as a catalog of play equipment for young children. The question of meals, transportation of food, eating in class rooms vs. eating in the cafeteria were all raised and discussed briefly. To me this session was not a dynamic one nor very informative. The rest of the afternoon the participants spent with the top administrator of the program in which they would be working. I stayed with the Worcester group. The director and coordinator shared in leading the discussion. Here a very carefully planned program had been made. It was clearly presented to the participants. At the end of the meeting, many important questions had been answered, several important ones had been raised. The group was much more relaxed.

If Head Start were to be an ongoing program, then many of the persons receiving this training, especially regular public school teachers, would not continue to share of this knowledge with the Head Start program. It would be possible that their increased understanding of the needs and coping patterns of these kinds of youngsters might influence their subsequent teaching in their regular positions. If this were one of the objectives of the training as it was offered, then the "lightness of the touch" of this training might be justified but if this were one of the goals, then it was minimally stressed.

My basic problem in evaluating what I saw and heard revolves around the definition of what was happening. As an orientation program it was very good. It met well the needs of most of the participants for limited understanding of these children and their parents and for working with them according to the stated philosophy of a child development center. As a training program, it left essentials untouched. Some in the program lacked training in the specifics of programming and skills adapted as needed in terms of the age and socio-economic background of these children and their parents.

Time pressures especially, as well as a degree of ambiguity in the goals of the program would weaken any offerings, even with the best of staff, such as I found on my visits.

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TRAINING PROGRAM FOR CAMBRIDGE HEAD START PROJECT

I was asked to speak at a session of training for the Cambridge Head Start program.[4] This training session, held the week before the centers opened, was set up independent of the college and university programs in the area. Unlike those, it included all known workers in the program, professional and non-professional, was non-residential, and was held at a school that would be one of the centers. It had several built in features that tended to bridge the gap between "talk and act".

There were about forty members in this training program. The three top administrators attended (all men) as well as several other men. When ever it was feasible, professional and non-professional workers were handled as a group. Since some of the non-professionals had been involved in head start planning and recruiting, they were able to assume certain leadership roles that would normally have been the exclusive realm of the professional worker. The staff personnel for the lectures and discussion groups were drawn from a group of professional workers who also had intimate ties with Cambridge and were knowledgeable about its social needs. In a program split along line of public schools and private agencies, the extra stress on the team-cooperative approach of working together for a common good was needed. The major weakness in this orientation and training lay in its exclusiveness, its lack of opportunity to share with other communities and the extra demands placed on the professional persons who gave time for lectures and discussions and its limited time.

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[4] See appendix. B$_2$

Its strength lay in combining both orientation and training, acquainting personnel who were to work together, familiarizing them to a school setting and the materials available for their use and planning for inservice training.

In short though the use of a child development specialist attached to the program, orientation training and inservice training were possible here though not enough time or staff were available to handle this.

TRAINING PROGRAM FOR NEIGHBORHOOD AIDES, BOSTON, MASS.

Among the many things that affect the educational accomplishments of the child are the experiences that he has within his family. It is important for the teacher to know what is happening in the home. To accomplish this, the Boston Head Start Project had neighborhood aides, local or indigenous persons to serve as liaison workers between home and school.

I spent the afternoon of July 3 at the final training session[5] for neighborhood aides who were to work in two areas of Boston. The two social service supervisors and aides were present. The aides had already had some work in the field. The guest lecturer was John Hatch, MSW, of the Boston Housing Authority.

Mr. Hatch spoke informally but clearly impressed on the workers the nature of their job and its importance to the Head Start Program. Following this week of training, the aides would meet daily with the supervisor to discuss work and the problems that they had encountered.

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[5] See Appendix. B3

This program again attempted orientation and training as well as projected inservice training. The needs of the group of participants were great - few had any professional background on which to build. Unlike the Wheelock sessions which often had to stress different ways to use known skills in this attack on poverty, here both skills and ways were needed.

Mr. Hatch's presentation was excellent. He stressed the many ways there are to set up a home and rear children; the various styles of life that show how families relate and why. He pointed how the contribution of neighborhood aides to help family, siblings, neighborhood to relate and interrelate. It is important to strengthen neighborhood bonds by using indigenous workers. It is to be hoped that these bonds can be strengthened through real cooperative endeavor and effort.

The idea of neighborhood aides is an excellent one if one of the goals of Head Start is to encourage indigenous leadership and activity within a group of persons who belong in a neighborhood and can be expected to stay in it and carry on their community job beyond the duration of the Head Start Project of this summer. This is its major strength.

Actually, there are several potential weaknesses in this approach. First, the supervisors were not always professionally trained social workers. Some of them had definite hostile feelings toward established social work practices. If this meant that they were going to try to reach hard core families that have not been reached by the traditional social work approach, then they would be

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achieving one of the major goals of the program. But these supervisors were to work with such families through the aides who were even less knowledgeable about human relation skills, even if they had the "correct" attitude. The possibility that they would strengthen the bond between the people that they served and the permanent "establishment" was slight. The possibility that they might further alienate those most in need of social services was ever present. The neighborhood aide also ran the risk of being alienated from her own neighborhood, if her role were interpreted as a "prying" one and she was further identified as a seeker after knowledge about those who were really her equals.

The neighborhood aide's role also included a close relationship to a professionally trained person, the teacher. She usurped an aspect of the traditional teacher's role--contact with parents. (It has traditionally been accepted as part of the teacher's role whether she performed it or not, or did it well or poorly.) The neighborhood aide, therefore, assumed, to a certain extent, a blocking position to a professional, insofar as the teacher was prevented or discouraged from having direct access to parents in certain respects. To a large extent, the interpretation of school and the school's program to parents was granted the neighborhood aide. The possibility for misinterpretation of the educational program was great as was that of tension between the teacher and the neighborhood aide.

These training sessions showed me clearly the gigantic task that Head Start had set and how inadequate to cope with this the time that had been allotted. Many who had originally accepted this as "just another summer job" became aware, even if incompletely, of the vastness of the program. For many the adoption of a philosophy in line with that of Head Start was needed, but training conditions were minimal for favoring such an adoption. I do not mean to minimize the conscientiousness and will to work and serve evident in those participating, but I do want to stress the high of degree of possibility for misunderstanding and misinterpretation of the task to be done.

REUNION

On September 12, 1965, I was invited to attend a "Head Start training 'reunion'" at Wheelock College. This meeting had been called at the suggestion of one of the participants. Thirty persons, in addition to the Wheelock staff members, attended. They represented the three different training sessions held at the school. They came from various communities and Head Start Programs. Most of them were "education" persons, i.e. teachers, a few were from social services, none was from health. The group was highly self-selective and reflected the personalized involvement of these persons in Head Start and their deep commitment to a clear identification of its great strengths and equally great weaknesses. Much of what would fall in between was ignored or pushed aside. I have tended to focus on the weaknesses. (See my running notes in the appendix).

The discussion centered at first around the involvement of parents in the program. The following comments, identified when possible by the program in which the speaker worked, give some indication of the nature and extent of these concerns.

Most programs held one or two meetings for parents. Those that were informal were better attended than the formal ones. Many were mainly social; a few made some attempt to instruct parents in child care, health, nutrition. The questions these mothers had were rather typical of those of most mothers with children of this age. In general few parents participated to a high degree in these programs unless as paid workers.

The volunteer aspect for parents was sabotaged as soon as some "volunteers" were paid.

In the Worcester program when a separate organization, Y.W.C.A., ran a related but independently staffed program for Head Start parents, there was a high degree of involvement for a reasonable group of parents. They attended lectures, discussions and special activities.

The consensus was that other demands, especially "paper keeping and form filling out" overrode those of involving parents in program even when this was desired (which it wasn't in all programs).

At the suggestion of Dean Haskell, the discussion moved on to children and what happened to them.

The Head Start Program fostered a child development approach which stresses growth of the child, his inner feelings and inner knowledge. There was consensus that there was conflict in the handling of children as well as on the hiring of staff to work with children.

In some programs, there was conflict between the director and the teachers. The speaker, a teacher, found that it was hard to keep alive the ideas she had garnered from the training program at Wheelock College. She found it impossible to get these ideas across to the group of her fellow staff members. She felt that she was working under the thumb of the regular school system. In order to make the program be what it was supposed to be, she had to break many of the traditional school rules. First grade teachers were concerned about getting the children ready for what they would teach them in first grade. They stressed strict discipline. At the end of the summer they had the children sitting down at desks and writing things. The speaker felt strongly that in her program the connection to the school system should be broken if Head Start were to achieve its stated goals.

Several other persons spoke of the limitations put on their action in the light of Child Development goals because of the control of established school administrations. The unanswered question "How much child development knowledge" was needed to qualify a person to administer as well as teach in Head Start Programs? Closely related to this is the question "Who should be trained?" This year's experience seems to show that those who internalized well the philosophy values of Head Start program were blocked unless they also had high status positions in the administration.

There was consensus that too few of the "hard core poor" benefitted from Head Start. The bulk of the participants were those "slightly up the scale" from the poor but usually with several children -- those moving toward the middle class. This condition was fostered, among other things, by recruitment of children by neighborhood agencies that knew the families and by the negative connotations of identifying oneself as "poor" or "deprived".

Some of the major "sore spots" mentioned:

1. Meals not budgeted for teachers even though they had to eat with the children.
2. The difficulties in the program stemming from non-child centered attitudes rather than from inadequate techniques.
3. Conflict between the philosophy of those in control and those child development oriented staff persons.
4. The large amount of paper work that distracted from work with children and parents.
5. Very limited parental involvement, even when it was desired.
6. Ambiguity of plan of social service and social service worker in the program.
7. Directors tied down to teaching but responsible for supervision.
8. The limited creative experiences for children.
9. The limited personnel experienced in creative fields such as art and music.

This three hour session, I felt was most valuable, even for so few persons. It would be helpful if other sessions, perhaps stressing ways of coping with the problems raised, could be held periodically.

SECTION C

A FIELD STUDY OF SELECTED HEAD START PROGRAMS IN THE COMMONWEALTH OF MASSACHUSETTS

A FIELD STUDY OF SELECTED HEAD START PROGRAMS IN THE COMMONWEALTH OF MASSACHUSETTS

The major concern of this part of the study, what kinds of arrangements in a community seemed most favorable for the attainment of the stated goals of Head Start Programs, required the collection of data in the field as well as from the project proposals.

The Head Start publicity material listed as one goal, "help to provide a more complete picture of national needs for use in future planning". Such a goal, however, was too broad and inclusive to serve as the major guide for field work. A second goal, "improve opportunities and achievement" held more promise. While "improve opportunities and achievement" was still vague, "increasing the number of opportunities for achievement", as for example, through field trips, freedom of inquiry, increase in vocabulary, was observable and measurable. A third goal, "to focus on the parent as well as the child" held even more promise. Although in the field, the research workers were concerned with all aspects of the Head Start Program, they were especially concerned about parents. The lasting, meaningful effects of a crash program such as Head Start may be achieved only to the extent that the parents of these children were involved through participation and understanding of what was offered to or experienced by their children.

This study does not propose to test the growth or development of the individual child participating in the program of Head Start. Visits to groups by the research workers, however, should give an indication of the social and physical climate in which learning was expected to take place and the way that this learning could be observed by and interpreted to parents.

The research workers were concerned about the parents' expectations of this program. Which approaches of recruitment did they respond to? How and how much of the educational program was interpreted to parents? How was the medical program interpreted to them? How were they aided to help themselves and grow in knowledge? How did they view themselves? How did they view others? How did they think they were viewed by others? What skills did they have on which they and the program could build for the future?

Two research associates who are both professionally trained and experienced as pre-school teachers and at present are employed as elementary school teachers, first grade, worked with the author on this material. In pre-school education both of them had had administrative experience, the supervision of staff, and previous experience in working with pre-school children and families of low socio-economic level. They were selected for the project because they were professionally competent persons who could observe groups in action and evaluate them, were knowledgeable about good educational standards, but highlighted in terms of the needs of this program, were knowledgeable about administrative problems, were able to interview health, education and welfare professionals, volunteers and parents, were able to help prepare interview schedules, and had flexible schedules for working hours to meet the needs of Head Start field work.

The question of the involvement of parents in the Head Start Program can be viewed from at least four points of view:

(1) the intent of Head Start as set forth in the various documents and memos that set up the program;

(2) the stated objectives of each program, in terms of parental involvement, as contained in the project proposals that were submitted;

(3) the actual program for parental involvement that was carried out;

(4) Parental acceptance or rejection and participation or non-participation in such an involvement program.

The research workers read carefully the national directives as well as the project proposals on file in the Commonwealth Service office, looking especially for information on parental involvement.

In this report these offerings are divided into "learnings" and "participation". Both might take place prior and/or after the opening of Head Start Centers. The separation here of "learnings" and "participation" is an heuristic device to simplify the collection and analysis of data. The researchers recognize that participation may be a learning situation; and that a learning situation implies a quality of participation.

Involvement as a learner means that knowledge and skills especially in the areas of health, welfare and education, were offered to parents by professional and non-professional persons. According to the Project proposals, such learnings might include both content and method. The content might be child development, child care, family life education, nutrition or food preparation, health education, and knowledge about community resources. Methods might be discussion, lecture, demonstrations, individualized conference and observation, and printed material.

Involvement as a participant means that the parent is responsible for an action role in the program especially as a paid worker or as an unpaid volunteer. Active participation in the program might include, prior to opening of the center, planning, recruiting, readying area, readying equipment, registration, open house activities, and during the session, serving as a teacher aide, a neighborhood aide, resource person with special skills, discussion group leader, helper on field trips, or with transportation, both car and walking, to the center or to the health services, cafeteria work, school visiting and observing, social activities such as serving tea, and baby sitting.

NATIONAL DIRECTIVES

In spite of the lip service given to participation of the recipients of service in the planning and implementation of the plans, the major impetus for Project Head Start and the establishment of the goals that would meet the needs and be attractive to the recipients, came from above and not from the grass roots.

The initial documents drawn by Dr. Julius Richmond and his associates, a competent group and highly knowledgeable in the areas of education, health and welfare, present what they frankly call an ideal Head Start Program and set goals for parental involvements. These standards include not only the needs of the parents to be met but suggest general ways of doing this. The ways, while not stressed as being "right" nevertheless carry great weight as being desirable.

Parents, no matter how illiterate or impoverished, were to play an active role. The national directive "encouraged innovative and experimental ideas" with flexibility to "tailor to fit local community needs".

PROJECT PROPOSALS

The research workers read carefully the project proposals on file in the Commonwealth Service Corps office and extracted what information there was on parental involvement divided into the two large categories of participants and learners. This data served then as basis for judging what was the intent[1] on the part of the initial applicant to plan for the inclusion of parents in the Head Start Program. The project proposals represent again, to a large extent, the professionals' decisions as to what should be offered to parents and how.

Unfortunately, for this research, the references in the project proposals are made often in terms of "non-professional" and "volunteer". Many do not say specifically "parent" from "neighborhood"; few specify Head Start Parent.

The reading of the proposals made the identification of five types of parents or parental figures in the Head Start Program. The five categories included (1) parents with children in the program; (2) parents with children in the program and with a job (paid or volunteer) in the program; (3) parents working in the program but with no children in or eligible for the program; (4) the young "potential"

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1. See appendix - C1
For identification, match the numbers with those on the list of Head Start Programs.

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parent who might be working as an aide or volunteer;[2] and (5) the older person (parental or not - often a grandmother) who serves as baby sitter, "foster mother","day care service" used by many for children of pre-school age, in these neighborhoods.[3]

Such an expanded definition of "parent" allows for the inclusion of a wider variety of persons from the neighborhood, a noteworthy goal if the "war on poverty" is to be carried on also by those involved but not necessarily with pre-school age children. However the major focus of concern in this research was on types one and two, parents with children in the program without or with jobs (paid) in the program. It was, however, aware also of types three and four and collected some data on these types.

ACTUAL PROGRAM AND PARENTS' RESPONSE

Data on the actual program for parental involvement as well as parents' response to the program was secured in the field.

Field contacts were made with twenty-three (23) selected Head Start Programs involving thirty (30) Massachusetts communities.[4]

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[2] Within a few years this worker will probably a father or mother of pre-school age children and responsible for the health and care of a family. This summer's experience could be focused so as to make such young persons aware of their future responsibilities and give them some skills and knowledge to cope with those responsibilities.

[3] See "Fall River", Study of Day Care Needs and Services in Massachusetts, Massachusetts Committee on Children and Youth, Boston, 1965.

[4] The ~~[illegible]~~ field programs appear on The Head Start Program List identified by asterisks and Table - Programs By Region.

C1 Map C

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HEAD START PROJECTS -- SUMMER 1965
COMMONWEALTH OF MASSACHUSETTS

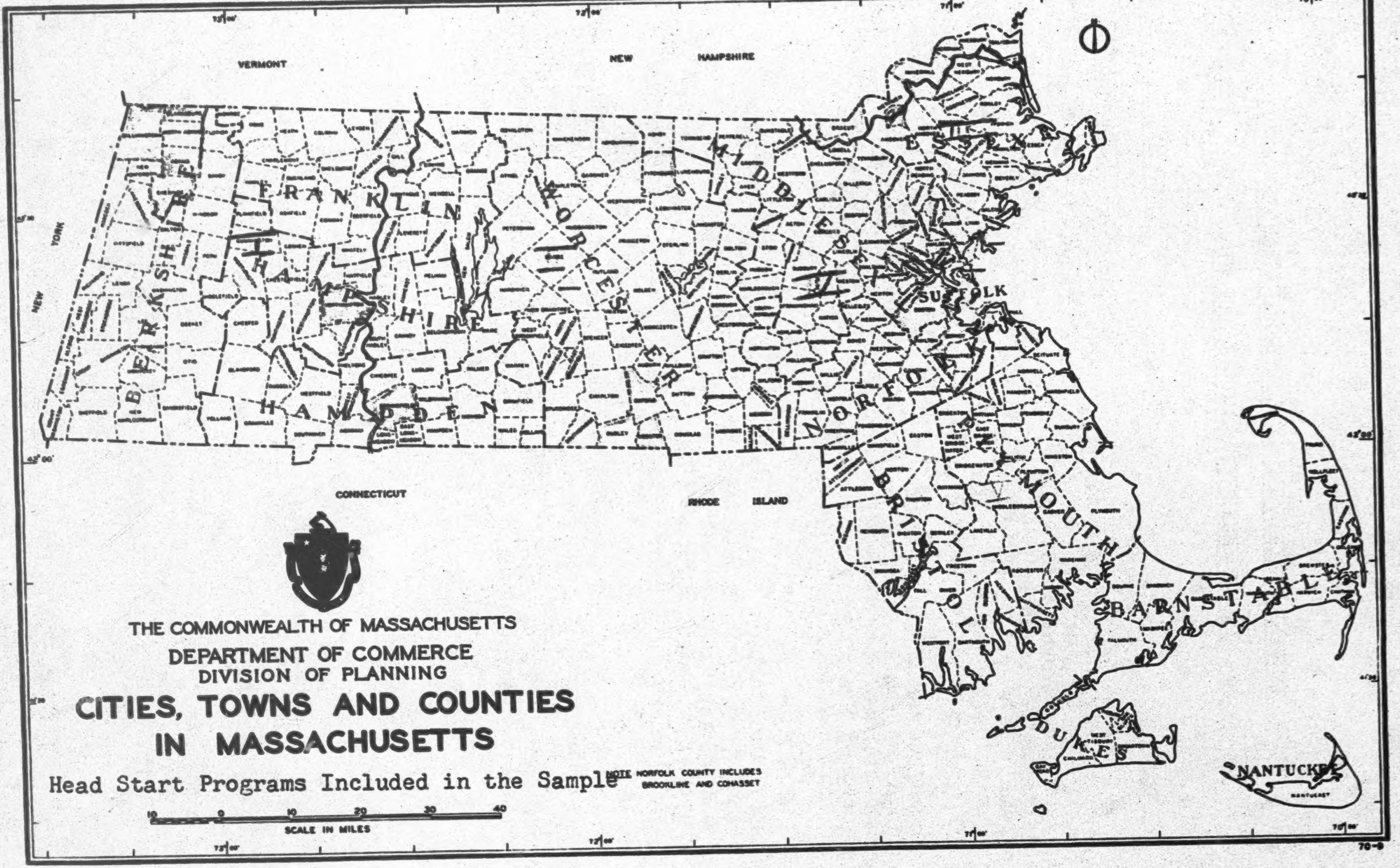
1. Arlington
2. Athol
3. Barnstable
4. Bedford
5. Belchertown
6. Boston
7. Boylston-Berlin
8. Bridgewater
9. Brockton
10. Cambridge
11. Chelsea
12. Chicopee
13. Danvers
14. Dracut
15. Erving (New Salem)
16. Fall River
17. Falmouth
18. Fitchburg
19. Framingham
20. Freetown
21. Greenfield
22. Haverhill
23. Lawrence
24. Leominster
25. Lexington
26. Lowell
27. Lynn
28. Malden
29. Marshfield
30. Medford
31. Milford
32. New Bedford
33. Newton
34. North Berkshire
35. Northampton
36. Norton
37. Pittsfield
38. Plainville
39. Plymouth-Carver
40. Quincy
41. Salem
42. Scituate
43. Somerville
44. Springfield (3)
45. Stoneham
46. Taunton
47. Waltham
48. Webster-Oxford-Dudley
49. Westfield
50. Wilmington
51. Winchendon
52. Woburn
53. Worcester

995

SAMPLE

	CENTERS	GROUPS	CHILDREN
REGION I (West)			
North Berkshire	6	8	131
Northampton	4	6	120
Pittsfield	3	8	120
Springfield	17	39	560
TOTALS	30	61	931
REGION II (Central)			
Fitchburg	5	12	175
Webster/Oxford/Dudley	3	4	70
Worcester	4	29	529
TOTALS	12	45	774
REGION III (Northeast)			
Dracut	1	1	23
Haverhill	5	5	98
Lawrence	6	20	304
Lowell	5	6	120
TOTALS	17	32	545
REGION IV (East)			
Boston	62	104	1560
Cambfidge	12	32	492
Chelsea	5	10	172
Quincy	5	9	137
Somerville	8	20	400
TOTALS	92	175	2761
REGION V (Southeast)			
Brockton	3	10	153
Fall River	10	19	465
New Bedford	9	25	368
Plymouth/Carver	4	8	119
TOTALS	26	62	1105
GRAND TOTALS	177	375	6115

9953


VERMONT
NEW HAMPSHIRE
NEW YORK
CONNECTICUT
RHODE ISLAND
BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
MIDDLESEX
ESSEX
SUFFOLK
NORFOLK
PLYMOUTH
BRISTOL
BARNSTABLE
DUKES
NANTUCKET
10 0 10 20 30 40
SCALE IN MILES
73°00'
72°00'
71°00'
70°00'
42°00'
42°30'
41°30'
70-9

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF COMMERCE
DIVISION OF PLANNING

CITIES, TOWNS AND COUNTIES IN MASSACHUSETTS

Head Start Programs Included in the Sample

NOTE NORFOLK COUNTY INCLUDES BROOKLINE AND COHASSET

Form 10 1M-4-56-017188

SOME CHARACTERISTICS OF THE THIRTY COMMUNITIES IN THE HEAD START FIELD STUDY[5]

REGION I (WEST)

NORTH BERKSHIRE

ADAMS (Town of) Berkshire County
was incorporated in 1778. Industrial development began there during the first half of the 19th century. In addition to paper and textile print industries, quarries for lime and marble were established. Today it is a manufacturing town.

CHESHIRE (Town of) Berkshire County
was first settled in 1766. When it was incorporated in 1793, its territory came from parts of Adams, Lanesborough, New Ashford and Windsor. Small mills were established during this early period. Today it is a farming and residential community bordering the Pittsfield Metropolitan Area.

CLARKSBURG (Town of) Berkshire County
was settled in 1769. Good fertile land fostered its agricultural interests. Natural water power favored small woolen mills. Today it is a rural-residential community with some manufacturing. Some inhabitants, not employed within the town, find employment in the adjoining city of North Adams.

NORTH ADAMS (City of) Berkshire County
was incorporated as a city in 1895. From very early times, 1752, the Hoosac River's power had been utilized to run the mills - flax seed oil, cotton cloth, woolen, iron, shoes. Today it is one of the leading industrial and trade centers in the northwestern part of the state. It is the site of a State College.

WILLIAMSTOWN (Town of) Berkshire County
was originally settled around 1749 and incorporated in 1765. The town lies in a valley among encircling hills. It is primarily a college town and an excellent residential area with many beautiful estates. There is limited manufacturing, but enough for it to rank first as the source of employment, followed by trade and service.

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5. Source of Data, Town and City Monographs, Massachusetts Department of Commerce, Division of Research.

REGION I (WEST)

NORTHAMPTON (City of) Hampshire County was settled as a "plantation" north of Hartford soon after the landing of the Pilgrims. By 1656 it was a town; by 1883, an incorporated city. Farming and manufacturing of silk have a long tradition in Northampton. The establishment of Smith College furthered the growth of the town. At present it is a residential and diversified manufacturing city.

PITTSFIELD[6] (City of) Berkshire County was settled in 1752, incorporated as a town in 1761 and as a city in 1889. From a small agricultural community, it grew into a thriving industrial center. and distribution point for the entire district. Its rapid growth before the middle of the 19th century produced a housing shortage that was relieved by outside capital. Today it is one of the largest industrial centers in the state.

SPRINGFIELD[7] (City of) Hampden County was originally settled in 1636, incorporated as a town in 1641, and as a city in 1852. Although originally the land was used primarily for agriculture, early in the 18th century many mills had been erected along the Connecticut River. The location of an armory there in 1799 gave rise to a metal goods industry. Today it is the metropolis of Western Massachusetts, an industrial city with a healthy diversity of industry.

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[6] For a fuller account of the characteristics of Pittsfield see Appendix 1 - Central Berkshire Area, Chap. I, p. 1-7, Study of Day Care Needs and Services in Massachusetts, Massachusetts Committee on Children and Youth, Boston, 1965.

[7] For a fuller account of the characteristics of Springfield see Appendix - "Greater Springfield Area", Chap. I, p.3-8, Study of Day Care Needs and Services in Massachusetts, Massachusetts Committee on Children and Youth, Boston, 1965.

REGION II (CENTRAL)

FITCHBURG (City of) Worcester County
until the end of the 18th century was an agricultural community with little contact with the other settlements. In time industries grew up along the river and a railroad linked the community to Boston. Today Fitchburg is an industrial city, a trade center for surrounding communities and the site of a State College.

WEBSTER (Town of) Worcester County
was settled in 1713. By early in the 19th century it had become an important area for cotton and linen mills. Shoe industries were also established. It is today mainly an industrial town bordering on the Worcester Metropolitan Area.

OXFORD (Town of) Worcester County
was settled in 1693. Manufacturing began to supplant agriculture early in the 19th century with the opening of the first spinning mill. The textile industry has remained important. Today it is an industrial-suburban town.

DUDLEY (Town of) Worcester County
was established as a town in 1732. The introduction of shoe making and textiles early in the 19th century changed this primarily agricultural town somewhat. It is today considered a residential-agricultural community in the Webster Industrial Area.

WORCESTER (City of) Worcester County
was settled in 1673, established as a town in 1684 and incorporated as a city in 1848. Since it did not have natural water power, it's full industrialization had to await the advent of steam power. Worcester is a manufacturing center with a diversity of industry. It has four major industries and several hundred other manufacturing units. It has several educational institutions, including Clark University and Worcester State College.

REGION III (NORTHEAST)

DRACUT (Town of) Middlesex County
was originally settled in 1664 and incorporated in 1702. Farming was the principal occupation for many years, then various mills were built for textiles and paper. Today it is a residential and farming community with some manufacturing.

REGION III

HAVERHILL (City of) Essex County
has been a shoe manufacturing town since 1649. Textile manufacturing here never developed to the extent that it did in neighboring towns. Manufacturing remains the main economic activity in Haverhill with shoe and leather establishments as the largest source of employment for all workers in manufacturing.

LAWRENCE (City of) Essex County
was created an industrial city. Erected almost overnight by financiers who wanted to use water power from the falls in the Merrimac River, it became one of the greatest textile centers in America. It still is a major textile center but has now diversified its economic base and attracted other industries.

LOWELL (City of) Middlesex County
originally part of Chelmsford, was incorporated as a town in 1826. It was one of the leading textile centers in the country. It was known as the "Spindle City". About 1924 Lowell reached its industrial peak as a textile center. Since then textiles have receded and been replaced by other industries. It is still primarily a manufacturing community. It is the site of a State College.

REGION IV (EAST)

BOSTON (City of) Suffolk County
has always occupied a prominent place in the world of commerce and finance. It has maintained its major industries and has added greatly to their number and diversity. At present it is the center of the commercial, financial, wholesale and retail trade and service activity for all of New England. Many universities and colleges are located here including a branch of the State University and Boston State College.

CAMBRIDGE (City of) Middlesex County
the name of the town established in 1630 was changed in 1638 to Cambridge. It became a center for learning. Its industrial growth was slow. Today, it is still the University City, but it is also a highly industrialized center with an exceptional diversity in the nature of products manufactured in its plants.

CHELSEA (City of) Suffolk County
was established as a trading post in 1624. It later became the northern terminus of a ferry that linked Boston to the north shore. The ferry also fostered Chelsea's own growth as a summer resort. In time it became a residential suburb to Boston. The residential develop-

REGION IV

CHELSEA - continued
ment was limited later by the manufacturing and shipping facilities that grew up along the waterfront. A fire in 1908 destroyed a large part of Chelsea. As the city was reconstructed, a larger portion than formerly was devoted to commercial uses. Today, it is primarily a manufacturing city, but it does have some suburban population.

QUINCY (City of) Norfolk County
originally settled in 1625. It was incorporated as a town in 1792. It was mainly an agricultural community until 1830 when the expansion of the shoe trade brought about an increase in the number of tanneries. Later granite was quarried on a large scale. Quincy Fore River shipyard became one of the greatest in the world. Today, it is primarily a manufacturing city and an established area shopping center.

SOMERVILLE[8] (City of) Middlesex County
originally part of the old Colony of Charlestown, much of its early history is linked with the growth of Charlestown. It was separated from Charlestown in 1842 and was incorporated as a city in 1871. For many years its principal industry was slaughtering and packing; it did three-quarters of the meat packing in the Commonwealth. At present it has considerable industrial development; serves as an important distribution center as well as a residential suburb for Boston.

REGION V (SOUTHEAST)

BROCKTON (City of) Plymouth County
lands now occupied by the city were originally deeded to Myles Standish and John Alden by the Indians in 1649. Prior to the Civil War, this became one of the foremost industrial centers in the Commonwealth. Today, it is an industrial city dominated by firms engaged in the manufacture of shoes.

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[8] For a graphic account of its new position, see Somerville, Colonial Birth, Advertisement Section, Boston Sunday Globe, October 17, 1965.

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REGION V

FALL RIVER[9] (City of) Bristol County was originally settled in 1656 as a farming, agricultural community. Taking advantage of the natural advantages of water power, moist climate and an excellent harbor, industrialists established many mills. Before the end of the 19th century Fall River was the cotton center of the nation. Manufacturing is the predominant economic activity today in this fairly self-contained community.

NEW BEDFORD (City of) Bristol County was a small farming village prior to 1760 and the development of whaling. Shipbuilding added to the city's growth as the nation's main whaling port. The discovery of petroleum in the mid-nineteenth century brought about the decline of this industry. At present the manufacture of cotton fabrics is an important aspect of its economy. New Bedford is the central city of a metropolitan area.

NORTON (Town of) Bristol County described as a "typical" New England town was settled in 1669 and incorporated in 1711. It has for some time manufactured jewelry and other small items. At present it has a considerable amount of manufacturing mainly in the textile industries. The town's academic character is influenced a great deal by Wheaton College, founded in 1834.

PLAINVILLE (Town of) Norfolk County was settled in 1661 but remained a locality in the town of Wrentham until it was incorporated in 1905. Originally the inhabitants were engaged in agriculture. Before 1842 manufacturing had started with a grain mill. In time jewelry manufacturing was developed. At one time the town was known as the world's largest specialty jewelry manufacturing center. It is still an important jewelry making center. It is also becoming a residential city located as it is between Boston and Providence.

PLYMOUTH (Town of) Plymouth County is the oldest town in America. Agriculture, navigation and commerce supported the inhabitants of this area for many years. Today it is a manufacturing community and also a popular summer resort. Wholesale and retail trade, manufacturing and service industry are the three major sources for employment.

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9. For a fuller account of the characteristics of Fall River see Appendix - "Fall River", Chap. I, p 1-7, Study of Day Care Needs and Services in Massachusetts, Massachusetts Committee on Children and Youth, Boston, 1965.

REGION V

CARVER (Town of) Plymouth County was incorporated in 1790. It's natural resources had always favored manufacturing especially though use of iron ore and timber. Today it is a rural community with the Service Industry its major economic pursuit.

TAUNTON (City of) Bristol County was established in 1639 and incorporated as a city in 1864. The first successful iron works in America was established here in 1656. It is at present one of the principal industrial centers in Bristol County.

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DEMOGRAPHIC DATA ON SAMPLE [10]

Size

By sizes, these communities may be divided:

Population	No. of Communities
Under 2,500	3
2,500 - 10,000	5
10,000 - 20,000	5
20,000 - 50,000	5
50,000 - 100,000	7
100,000 - 150,000	2
150,000 - 200,000	2
Over 200,000	1
TOTAL COMMUNITIES	30

All of the large urban places of the state are included along with a spread of the smaller urban plans and a limited number of non-urban places. Of the 30 communities 63% (19) are gaining population, 37%, (11) losing. Of those losing, two, (Boston and Worcester) are large urban places. Of those gaining, one (Springfield) is a large urban place. Increase and decrease in population apparently reflects an influence other than size, location and urban place status. Smaller places, however, appear to be growing most rapidly as would be expected. In terms of size and growth these places are fairly representative of the state.

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[10] See Appendix C3

9962

Children under 5 Years

For the state, the percentage of children under 5 years is 10.7. By Regions, the communities in the sample are very close to the state level. The lowest level is found in Region IV, seat of three of the larger population centers. Such figures as these show up, certain inadequacies of census data as they tend to hide the real interest of concern to this study - where the children are located, their percentage not for the city or state as a whole, but within their neighborhood.

Racial Data

For the state, the percentage of Negroes is 2.2. The regions in the sample have a smaller percentage of Negroes than the average of the state except in Regions I and IV (Springfield, Boston, Cambridge), where the percentage is higher but not greatly so. The Negro population of the state is small and is not unduly represented here, even though the cities of its highest incidence are included in the sample.

Schooling

For the state, the percentage of persons with less than five years of schooling is 6.0. The average percent of persons with less than five years of schooling is above the state level in four of the regions, but is especially so in Region V. Inso far as these sample communities are representative of Head Start communities in their regions, then literacy may be one problem in these areas.

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Incomes under $3,000

The percentage of incomes in the state under $3,000 per year is 12.4. In general, the regions with the exception of Region V, have an average percentage of incomes under $3,000 annually slightly above that of the state. Region V, however, has an average percentage that differs considerably from that of the state insofar as it is much higher. Within Region V are located and included within the sample Fall River and New Bedford. In 1963 these were two of the three areas designated by the U. S. Bureau of Employment Security as areas of substantial and persistent unemployment.[11]

According to the proceedings of the Sixteenth Governor's Conference on State-Local Relations, held in June,1964, 28% of Massachusetts families, including related children under 18 years of age, live on a stringent budget, defined as 2 and 3 person families under $3,000, 4 and 5 person families (2 and 3 children) under $4,000 and families with 4 or over children under $5,000.[12]

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[11] Fall River, Lowell and New Bedford had unemployment rates ranging from 8 - 10% in 1963 compared with a National average of 5.5 - 6%.

[12] U. S. Bureau of the Census, U. S. Census of Population, 1960 Detailed Characteristics, Massachusetts, Final Report P.C (1) 23 D.

9964

Occupation

The three highest percentages for occupation were listed for each community. In general, the state's percentage of clerical workers (16.3%) was approximated if it appeared as one of the first three. The states percentage of operatives (21.8%) was generally exceeded, going as high as 48.0% (Webster, Region II), 40.0% (Haverhill, Region III), and 43.4% (Fall River, Region V). Only Pittsfield (Region I) fell considerably below the state level. A slightly higher-than-state-level average is found in the sample for the occupation of foreman.

Monthly Rents

For the state, the percentage of monthly rents under $40 is 6.4%. With the exception of Region IV, low cost rentals are more available in the sampled communities, by region, than in the state as a whole: Region V has the largest percentage available. Does this mean that low income families in Region IV (2.4% below the state level) have to pay a larger portion of their income for rent because there are fewer low cost rental units? Does this mean that they are getting more or less value for their higher payments? Again, the census data need further breakdowns if they are to be of greater use to this study.

TABLE 8a

TITLE: % of Children Under 5 Years*

Region	Sample Range State Average Below	Sample Range State Average Above	Sample Average	Sample Average Compared to State Average Below	Sample Average Compared to State Average Above
I	2.9	3.2	10.5	.2	—
II	1.8	3.5	10.9	—	.2
III	1.0	2.5	10.9	—	.2
IV	2.1	.5	9.9	.8	—
V	1.5	3.6	10.6	.1	—

*For the State, the percentage of children under 5 years is 10.7.

TABLE 8b

TITLE: % of Population Negro*

Region	Sample Range State Average Below	Sample Range State Average Above	Sample Average	Sample Average Compared to State Average Below	Sample Average Compared to State Average Above
I	1.9	5.5	2.3	—	.1
II	2.1	1.1	[illegible]	1.7	—
III	2.1	1.6	.4	1.8	—
IV	2.1	6.9	3.2	—	1.0
V	2.1	.8	1.3	.9	—

*For the State, the percentage of Negroes is 2.2.

TABLE 8c

TITLE: % With Less Than 5 Years of Schooling*

Region	Sample Range State Average Below	Sample Range State Average Above	Sample Average	Sample Average Compared to State Average Below	Sample Average Compared to State Average Above
I	4.1	1.6	5.7	.3	—
II	3.3	2.4	6.5	—	.5
III	.2	5.4	7.6	—	1.6
IV	2.7	8.4	7.5	—	1.5
V	2.0	8.1	9.4	—	3.4

*For the State, the percentage of persons with less than 5 years of schooling is 6.0.

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TABLE 8 d

TITLE: % With Income Under $3,000.*

Region	Sample Range State Average Below	Sample Range State Average Above	Sample Average	Sample Average Compared to State Average Below	Sample Average Compared to State Average Above
I	.7	3.5	13.4	1.0	-
II	3.2	3	12.8	.4	-
III	2.3	2.2	13.0	.6	-
IV	3.	4.2	12.8	.4	-
V	.2	10.0	16.6	4.2	-

* The percentage of incomes in the State under $3,000 is 12.4.

TABLE 8 e

TITLE: % of Monthly Rents under $40.*

Region	Sample Range State Average Below	Sample Range State Average Above	Sample Average	Sample Average Compared to State Average Below	Sample Average Compared to State Average Above
I	1.2	8.1	8.2	-	1.8
II	.6	4.3	7.3	-	.9
III	4.1	8.5	8.0	-	1.6
IV	5.1	1.0	4.0	2.4	-
V	4.7	9.1	8.8	-	2.4

* For the State, the percentage of monthly rents under $40 is 6.4.

961 V

SUBSTANDARD HOUSING UNITS IN MASSACHUSETTS[13]

NO. IN SUBSTANDARD HOUSING	METROPOLITAN AREA	PER CENT OF ALL OCCUPIED UNITS
103,000 are located in	BOSTON	(13% of all occupied units)
23,000 are located in	SPRINGFIELD-CHICOPEE-HOLYOKE	(16% of all occupied units)
17,000 are located in	WORCESTER	(18% of all occupied units)
13,000 are located in	NEW BEDFORD	(28% of all occupied units)
12,000 are located in	FALL RIVER	(29% of all occupied units)
11,000 are located in	LAWRENCE-HAVERHILL	(20% of all occupied units)
9,000 are located in	LOWELL	(20% of all occupied units)
7,000 are located in	BROCKTON	(16% of all occupied units)
6,000 are located in	FITCHBURG-LEOMINSTER	(24% of all occupied units)
4,000 are located in	PITTSFIELD	(18% of all occupied units)

As might be expected, Head Start Programs were located in all of these communities. With the exception of Holyoke, Chicopee and Leominster, all of these communities were included in the sample used in the field study.

December 1964 figures from Massachusetts Department of Public Welfare on number of families receiving A.F.D.C. per 1000, lists

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[13] Background Paper on the Housing Problem in Massachusetts, Prepared for the Boston Public Hearings of the Special Commission on Low-Income Housing, November 23-24, 1964.

Substandard Housing

27 towns in the Boston Standard Metropolitan Statistical Area,[2] 8 of which had 14.0 or more families receiving A.F.D.C. per 1000 families. Seven (7) of these towns had Head Start programs. Field work was done in five (5) of these namely: Boston, Cambridge, Chelsea, Quincy and Somerville.

The preceeding data serve to highlight certain known social needs within several Massachusetts communities. Within the maze of statistics and generalizations were families with young children who could well benefit from the offerings of the Head Start Program. The need is there, the need is recognized. Whether those most in need responded and were served is another questions, much more difficult to answer.

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2. Massachusetts Department of Public Welfare, Number of Families Receiving A.F.D.C. per 1,000, selected from Families for the Boston S.M.S.A., December 1964. See also appendix.

9969

REGION IV (East)

COMMUNITIES WITH HEAD START PROGRAMS

Number of Families Receiving A.F.D.C. per 1,000
by
Selected from Families for the Boston S.M.S.A. December 1964
(from the Mass. Dept. of Public Welfare)

Towns	Total Families	Families Receiving A.F.D.C.	Families Receiving A.F.D.C. per 1,000 Families
Arlington	13,357	58	4.0
Boston	164,215	8,555	52.0
Cambridge	24,490	635	26.0
Chelsea	8,648	248	29.0
Lexington	6,540	11	2.0
Lynn	24,565	689	28.0
Malden	14,998	180	12.0
Marshfield	1,716	15	9.0
Newton	23,076	47	2.0
Quincy	22,973	312	14.0
Salem	10,157	169	17.0
Scituate	2,739	16	6.0
Somerville	24,400	615	25.0
Stoneham	4,482	31	7.0
Waltham	13,057	103	8.0
Wilmington	2,948	31	12.0

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REGION IV (East)

TOWNS WITH OVER 10 FAMILIES PER 1,000 RECEIVING A.F.D.C.

WITHOUT HEAD START PROJECTS

Towns	Total Families	Families Receiving A.F.D.C.	Families Receiving A.F.D.C. per 1,000 Families
Ashland	1,961	21	12.0
Beverly	9,100	97	12.0
Cohasset	1,493	16	12.0
Everett	11,683	212	18.0
Holbrook	2,515	26	10.0
Hull	1,723	33	19.0
Peabody	8,468	87	10.0
Pembroke	1,321	29	22.0
Rockland	3,149	43	14.0
Weymouth	11,854	144	12.0
Winthrop	5,151	56	11.0

08

INTERVIEW SCHEDULES AND INTERVIEWING PROCEDURES

Semi-structured schedules were prepared for six roles in the Head Start Program:[15.]

Director
Teacher
Head Social Service Worker
Social Service Intern
Parent Working in the Program
Parent not working in the Program

Preliminary testing of the interview schedules and generalized observations were done in three communities -- all in Region V. The three programs, Norton, Plainville and Taunton, had been selected because they had the following principal characteristics:

> Wheaton College in Norton has a full early childhood education program. The director of the Head Start Program is also the director of a nursery school. Norton was one of the six communities in which a community action agency was both applicant and sponsor of the program. According to the director, committee action on behalf of the young child had been a concern for several months prior to the creation of Project Head Start. This was a medium size program using a private facility.
>
> Plainville represented a small size program, located in and applied for and sponsored by the public school system. Plainville is a small town, lying within easy commute to Boston and Providence. It is one of the communities that has an increasing population and high proportion of children under five.
>
> Taunton was a medium size program, school sponsored, and school based.

Administrators and staff but not Head Start parents were interviewed in these three pilot communities.

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15. See Appendix C4

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In planning the field work for the rest of the programs, the following procedure was proposed:

In each program, the chief administrative person actually working in the Head Start Program during the summer was to be interviewed. This might be a director or coordinator. The head of social service would be interviewed.[2] With the help of the director, a center, preferably one in a target poverty area, and where needed, a group within the center was to be selected. The teacher of that center or group would be interviewed as well as all Head Start parents working in the program(paid). With the help of the teacher of the group, five Head Start parents not working in the program were to be interviewed. Preference was to be given in this selection to young parents with the most pre-school age children and most representative of the poverty economic level which Head Start was designed to serve. In addition to the basic "five" parents (it was anticipated that these would tend to be mothers,) any fathers who were willing and available would be interviewed. In centers with a significantly visible racial mixture, at least two minority group members were also to be interviewed. For example, white parents in a predominantly Negro center, and Negro parents in a predominantly white one. Interviews were to be done at the centers both to see what facilities for conferences with staff persons and parents were available and to separate the role of the research worker from that of the social service person (usually the home visitor). Group interviews were to be avoided. The research worker would record as much of the interview as she could verbatim.

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[2] Because the Mass. Dept. of Public Health and Harvard School of Public Health were making a study of the health services, the interviewing of health personnel was not planned for in this study

[3] The unit from which the teachers and parents were to be interviewed was the group i.e. teacher, assistants, aides, 15 children and the parents of those children.

In general, these expectations were met. Only one director and one social worker were unavailable for interviews using our schedules. Some of the parent interviews were done at home. There was one group interview. Some of the parents had children in the same center but not in the same group as we had planned. A mother, therefore, might be responding to a center but to a teacher different from the one we had interviewed. Several "unplanned for person" volunteers, community action personnel, were interviewed.[4] A few nurses, combining the health and social service aspects of the program were interviewed with the social service schedule.

In all, two hundred eighty-nine (289) persons were interviewed. Administrative personnel and staff members of thirty-seven (37) centers were interviewed in the twenty-three (23) programs. Head Start parents from thirty-three (33) centers were interviewed in twenty (20) of the programs in the sample.

31	Administrators
45	Teachers
21	Social Service workers (6 of whom were social service interns)
13	others including CAP Representatives, Mental Health workers, and volunteers.
110	
179	Parents, including 159 non-working (8 were unpaid volunteers) and 20 workers.
289	TOTAL INTERVIEWS

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[4] A full listing of interviews will be found in Tables 10 and 11

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INTERVIEWS

ADMINISTRATORS -- TOTAL: 31

Directors		Assistant Directors		Coordinators	
I	4	I		I	
II	3	II	1	II	1
III	4	III		III	
IV	5	IV	1	IV	3
V	7	V	1	V	1
	23		3		5

TEACHERS -- TOTAL: 45

Head Teachers		Teachers		Ass't. Teachers	
I	1	I	5	I	2
II	3	II	1	II	
III	2	III	6	III	
IV		IV	10	IV	2
V	1	V	7	V	5
	7		29		9

Head Social Service Workers		Social Service Interns	
I	2	I	
II	2	II	
II III	3	III	1
IV	6	IV	3
V	2	V	2
	15		6

Others--i.e. CAP Rep., Mental Health Worker		Volunteers (Not Parents)	
I	1	I	2
II	1	II	
III		III	2
IV	4	IV	
V	3	V	
	9		4

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INTERVIEWS

Community	Number of Centers	Number of Non Working HS Parents	Number of Working HS Parents	Number of Volunteer HS Parents	Total No. of HS Parents Interviewed
I 34. NB	2	6	-	-	6
I 35. N	1	5	-	-	5
I 37. P	1	5	3	-	8
I 44. SP	1	8 *	1 *	-	9 *
Region I Total	5	24 *	4 *	-	28 *
II 19. F	1	6	-	-	6
II 48. WOD	1	6	-	-	6
II 53. W	2	11	4	1	16
Region II Tot.	4	23	4	1	28
III 14. D	1	6	-	-	6
III 23. H	1	5	-	-	5
III 24. L	2	10	2	-	12
III 27. LO	2	7	2	-	9
Region III Total	6	28	4	-	32
IV 6. B	3	16	3	-	19
IV 10. C	3	9	2	-	11
IV 11. CH	1	5	-	-	5
IV 40. Q	2	10	-	-	10
IV 43. S	2	11	1	-	12
Region IV Tot.	11	51	6	-	57
V 9. B	2	10	-	-	10
V 17. FR	2	2	1	4	7
V 32. NB	2	9	-	3	12
V 36. N	1	-	-	-	*
V 39. P-C	1	4	1	-	5
V 38. P	1	-	-	-	*
V 46. T	1	-	-	-	*
Region V Total	10	25	2	7	34
Grand Total All Regions	36	151	~~20~~ 22	8	179

* These figures include one parent working at a Public School center, classified also as a non-working parent of a child in Camp Seco center.

* No parents interviewed in these programs. Locale of pilot study for main project of Head Start Analysis.

PROGRAMS IN THE SAMPLE

Forty-one percent (41%) of all the programs were included in the sample. Seventy percent (70%) of all the centers were included in the twenty-three (23) programs in the sample. Of the centers in the sample, the field workers had personal contacts with twenty percent (20%) of them. Of all the groups in the program, the field workers had personal contact with 11.7%.

The sample has three conspicuous lacks. Although Springfield is included it is represented only by one settlement house program. No field work was done in the large public school sponsored program. Several attempts to get clerance for interviews met bureaucratic entanglements. By the time the entree to the administrative staff was established, there was no time left in the field work schedule for further interveiws in Springfield. This large size program should have been included in the sample.

Because of the size of the Boston program, its social work oriented administration, the diverse location of its centers, its intriguing complex of co-sponsorship with a wide variety of differing agencies - churches, neighborhood houses, private schools, and the comparative ease for reaching any of these, the field workers had planned to interview in several centers. However, the administrator felt that too many "outsiders" were interfering with the functioning of the centers. Field work was, therefore, restricted to three centers - two public schools and one neighborhood house..

Because of the special interest of this research in parental involvement and because of the traditionally well established relationship between Mental Health clinics and parents, the field workers had expected to include several centers from this program in the sample. The demands on the program established in the interests of its own research were such that the administrator would allow only a limited access to the personnel and parents in this program. Since the field workers under the conditions that were set forth could not use the interview schedules set up for the study, the attempt to include any of these centers in the sample was abandoned.

A copy of the Directory for program is included in Appendix. C4

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Table 12

PERCENT OF PROGRAMS IN SAMPLE

	Total Programs	Programs In Sample	% of Total Programs In Sample
REGION I (West)	11	4	36.3
REGION II (Central)	9	3	33.3
REGION III (Northeast)	7	4	57.1
REGION IV (East)	17	5	29.4
REGION V (Southeast)	12	7	58.3
TOTALS	36	23	41.1

Table 13

PERCENT OF PERSONAL CONTACTS IN CENTERS FOR TOTAL PROGRAMS

	Total No. Centers	Centers In Sample	% Centers In Sample
REGION I (West)	44	30	68.2
REGION II (Central)	27	12	44.4
REGION III (Northeast)	25	17	68.0
REGION IV (East)	121	92	76.0
REGION V (Southeast)	36	26	72.2
TOTALS	253	177	70.0

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HEAD START CENTERS

Facilities Used

City or Town	Housing Project	Public Schools	Private Schools	Private Agency	Church
Boston		46	7	5	4
Brockton		3			
Cambridge	1	4	2	4	2
Chelsea		5			
Dracut		1			
Fall River	2	6		1	
Fitchburg		5			
Haverhill		5			
Lawrence		7			
Lowell		6			
New Bedford		9			
North Berkshire		6			
Northampton		3		1	
Norton			1		
Pittsfield		3			
Plainville		1			
Plymouth-Carver		4			
Quincy		6			
Somerville		8			
Springfield				1	
Taunton		2			
Webster-Oxford-Dudley		3			
Worcester		3	1		
TOTALS 169	3	136	12	12	6

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Table 17

CENTERS CONTACTED IN SAMPLE

CITY	Children Enrolled	RATING*
Boston		
Jamaica Plain Neighborhood House	30	4
Roxbury-N.Dorchester - Samuel Mason	15	3
Parker Hill-Fenway - Maurice Tobin	30	3
Brockton		
Paine School	60	4
Russell School	45	2
Cambridge		
Cambridge Neighborhood House	30	4
Houghton School	65	4
Chelsea		
Shurtleff School	60	4
Dracut		
Greenwood School	23	3
Fall River		
Harbor Terrace (Housing Project)	40	2
Sunset Hill (Housing Project)	40	2
Fitchburg		
Goodrich Street School	45	3
Haverhill		
Winter Street School	21	4
Lawrence		
Bruce School	75	1
Frost School	45	1
Lowell		
Greenhalge School	20	3
Molloy School	40	3

Centers contacted

City	Children Enrolled	Rating*
New Bedford		
Ascushnet Avenue School	56	4
Cook School (Headquarters)		4
Ingraham School		4
Knowlton School	41	4
North Berkshire		
Adams - Liberty School	29	4
North Adams - Haskins School	29	4
North Adams - Johnson School	19	4
Williamstown - Broad Brook School	14	1
Northampton		
Jackson School	40	1
Lilly Library	27	4
Norton		
Country School	100	2
Pittsfield		
Briggs School	30	4
Mercer School	30	4
Tucker School	60	4
Plainville		
Plainville Elementary School	30	2
Plymouth/Carver		
Hedge School	22	3
Quincy		
T.B. Pollard School	17	4
Snug Harbor School	67	1
Somerville		
Edgerly School	40	4
Morse School	80	4

Centers contacted

CITY	Children Enrolled	RATING*
Springfield		
Camp Seco	100	2
Taunton		
Cohannet School	47	4
Maxham School	75	1
Webster/Oxford/Dudley		
Webster - Filmer School	36	4
Oxford - Joslin School	19	2
Worcester		
Clark School	185	1
Wawecus School	130	1

* RATING SCALE:

1. New
2. Relatively new
3. Old but cared for or relatively new but hard used
4. Old

PERSONAL CONTACTS IN CENTERS IN SAMPLE BY PERCENT

	Centers In Sample	Personal Contacts With Centers In Sample	% Personal Contacts With Centers In Sample
REGION I (West)	30	6	20.0
REGION II (Central)	12	4	33.3
REGION III (Northeast)	17	6	35.3
REGION IV (East)	92	11	12.0
REGION V (Southeast)	26	10	38.5
TOTALS	177	37	20.1

PERCENT PERSONAL CONTACT WITH GROUPS IN SAMPLE

	Groups In Sample	Personal Contact With Groups In Sample	% Personal Contact With Groups in Sample
REGION I (West)	61	8	13.1
REGION II (Central)	45	4	8.9
REGION III (Northeast)	32	10	31.3
REGION IV (East)	175	12	6.9
REGION V	62	10	16.1
TOTALS	375	44	11.7

ANALYSES OF DATA

Data collected in the field were analyzed first in terms of seven variables, applicant, sponsorship, urban-rural, large-small, facilities used, administrators' background, staff, especially as these were related to the involvement of parents in the program as learners and/or participants.

A Head Start program in which a community action agency was the applicant and the sponsor should have a balance of institutional help that would be most favorable for the attainment of Head Start goals, with a clearly recognized place for parents as learners and as participants. In the sample there were five such programs, North Berkshire (I), Fitchberg (II), Somerville (IV), Brockton and Norton (V). All of these, with the exception of Somerville, were medium sized programs with between 100 and 300 children. Somerville's program was large with more than 300 children; this community also had the largest population, nearly 95,000 people. There were twenty three (23) centers in these communities, all but one (Norton) were located in public schools (95.7%). With one exception (Norton), the Head Start administrators were public school personnel as were most of the paid teaching staff. Norton had a director from the filed of early childhood education, preschool, and a staff of preschool teachers. The coordinator in Brockton was a neighborhood mother. She received the same training as did the assistant teachers, but her role seemed to be confined largely to the office with clerical type of responsibilities. Two of the directors, Norton and Brockton, had responsibility in setting up the program with involvement of parents.

Within the sample, there were seven programs in which a community action agency had been applicant but the program was sponsored by a private agency alone or in combination with a public agency. (Boston, Cambridge and Worcester.) The Boston program was very large; the other two were large. These were all large cities. Of the 78 centers in these programs, 53 (68%) were in public schools. Only one of the three administrators (Worcester) was from public school personnel.

Four of the programs, Pittsfield (I), Quincy (IV), Fall River and New Bedford (V) had a community action agency as applicant but the public school as sponsor. It is assumed that the public schools' ability to adjust to the needs of the Head Start Program would be greater if it had a relationship initially with a community action agency than if it has worked the entire time alone. Two of these programs were large; two medium. Of the twenty eight centers, twenty four (85%) were in public schools. Two of the administrators were public school personnel. One a professional social worker and nursery school teacher. The other a community leader, a former teacher.

These twelve programs are more than half of those (23) in which field work was done. These were selected because it was anticipated that such programs would maximize the potential value of the Head Start program. They, therefore, have in common a type of community action agency orientation which distinguishes them from the other 11 programs in the study.

The other nine communities,[20] are identified as private agency program, Camp Seco, Springfield; town/city programs, Lawrence, Lowell and Webster-Oxford-Dudley and public school programs, Chelsea, Dracut, Haverhill, Northampton and Plymouth-Carver.

The following comments on communities in the sample are made on the basis of the field workers' contacts with Head Start personnel and parents in selected centers. The comments reflect judgments made on limited contacts and within the narrow focus of Head Start programs. The research workers have viewed the programs as products coming from the people most involved in the actual functioning of them and also as concerns for the entire community. To a large extent, the focus of the particularized portion of the analysis is on the involvement of parents in the total program of Head Start as learners and as participants.

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[20] Plainville and Taunton with public school programs used in the pre-test are omitted here.

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BOSTON

The Head Start Program in Boston with a social worker director drew support from several of the institutional groups, churches, private and public health, public and private welfare, elementary education, and higher education. In addition to sponsors, who represented several institutions, especially the public school, Boston developed the concept of co-sponsors, other agencies especially concerned about the non-teaching or non-classroom aspects of the program. The program had well develped sectors of education, social service and health services. The structure provided for parental involvement both as learners and participants. There was a large degree of autonomy allowed for on the neighborhood basis. The structure of the Boston program with center co ordinators, social service supervisor, and medical area based services can perhaps be considered as six (6) medium sized programs between 200 and 300 children in each. The plan to sample centers within each of these divisions was not feasible. In the 3 centers where contacts were made two (2) were in public schools and one (1) was in a neighborhood house. These three programs, however, had a general settlement house, a church settlement house and a housing project as the source for parental contacts.

Neighborhood aides functioned as liaison between the home and the school, in interpreting the school to parents and the parents to the school. They lived in the neighborhoods that they serviced. They specifically helped with getting children and parents to the medical centers and reported the findings to parents; they planned and ran parent meetings. They worked under the supervision of a social service supervisor (not necessarily a professionally trained social worker). In addition to their role in Head Start, these neighborhood aides were being trained to serve as indigineous leaders in the neighborhood to help carry on the War on Poverty after the close of Head Start. These neighborhood aides functioned more independent of the educational program than had been anticipated.

Parents, some Head Start mothers, worked as classroom aides. Of the sixteen non-working parents interviewed in the Boston program, fourteen had attended meetings. Seven had attended three meetings. In general there was at least one meeting a week. The expressed learninings of the parents were in terms of self improvement, community concerns, the program, child care and development and general family improvement.

Parents in this program were actively involved as participants and as learners, not just of child development and child care but of social problems and their possible resolutions.

BROCKTON

Under Self Help, Inc., a non-profit organization, Brockton has general plans to mobilize the community and establish a community action program. Dr, Mentzer, a full time volunteer, is president of the organization, Self Help has worked in close cooperation with the Harvard Medical School Laboratory of Community Pshchiatry. Project Head Start was established as part of this greater whole. The interrelationships with social agencies already made and being sought project a total program of high quality.

The importance of involving parents in the program was stressed from the beginning. These have been neighborhood, if not strictly Head Start parents. They were active as expiditers in the recruitment of families for the program. One such active community worker served as the assistant coordinator of the program. Several coffee hours have been held for Head Start parents. Parents from this program along with Self Help members were formed in to sub-committees to explore the possibility of day care for younger children.

The Head Social Worker is an experienced school adjustment counselor. Teachers as well as the social worker visit in the home. To quote from the interview of the social worker and the teacher;

> If teacher goes into home and find conditions unfavorable for visiting--HS social worker goes in -- found illness -- saw SPCC social worker -- arrangements made to visit home -- child no cleaner, etc.
>
> If child's health present problem -- teacher feels family needs help - social worker will make reference to Family Agency.
>
> Feels wonderful idea that teachers are visiting - that parents are proud that teacher cares enough - don't want to make social workers of them

> Both head teachers and assistant teachers do home visits -- each is responsible for about half of the group and each is to make a home visit one a week. First visit all felt very welcome - no appointments, just knocked on door - one head teacher now after third visit feels some restrainted. In several homes they were not introduced to men who were present - on third visit the family history forms were filled out, some teachers asked the questions (they had prepared the parents beforehand by telling then that this personal information was a requirement of the government,) and recorded the answers. Some handed the sheets to the parents and interpreted only if asked. Three of the group expressed the feeling that they really didn't feel a visit was necessary for a couple of weeks now - every week is too much.

Field contacts with the program were disappointing. Parent observation had dropped down. It had started with a good many parents staying quite a while. At the time of the field contact very few stayed and then for only about five minutes. About six mothers came on a special day of the week to help as unpaid volunteers or to accompany the group on a trip. Of the five parents scheduled for interview, only two came. The worker later did a group interview with 8 mothers who had come to the coffee hour. Of the 10 parents who were interviewed, 9 of them had attended meetings; 8 of them had attended 3 meetings. Ther comments on their learnings were not specific, being expressed as "a great deal".

The director, the social worker, and the nurse, as public school people have for a long time wanted to have parents meet often "over coffee". In this way they felt that parents could develop a feeling of belonging and learn their importance to any school endeavor. Head Start had given them the opportunity to put this idea in practice. The feeling of Head Start was relaxed. The public schools' discouragement of parents from visiting room or talking to teachers had been overcome by these meetings.

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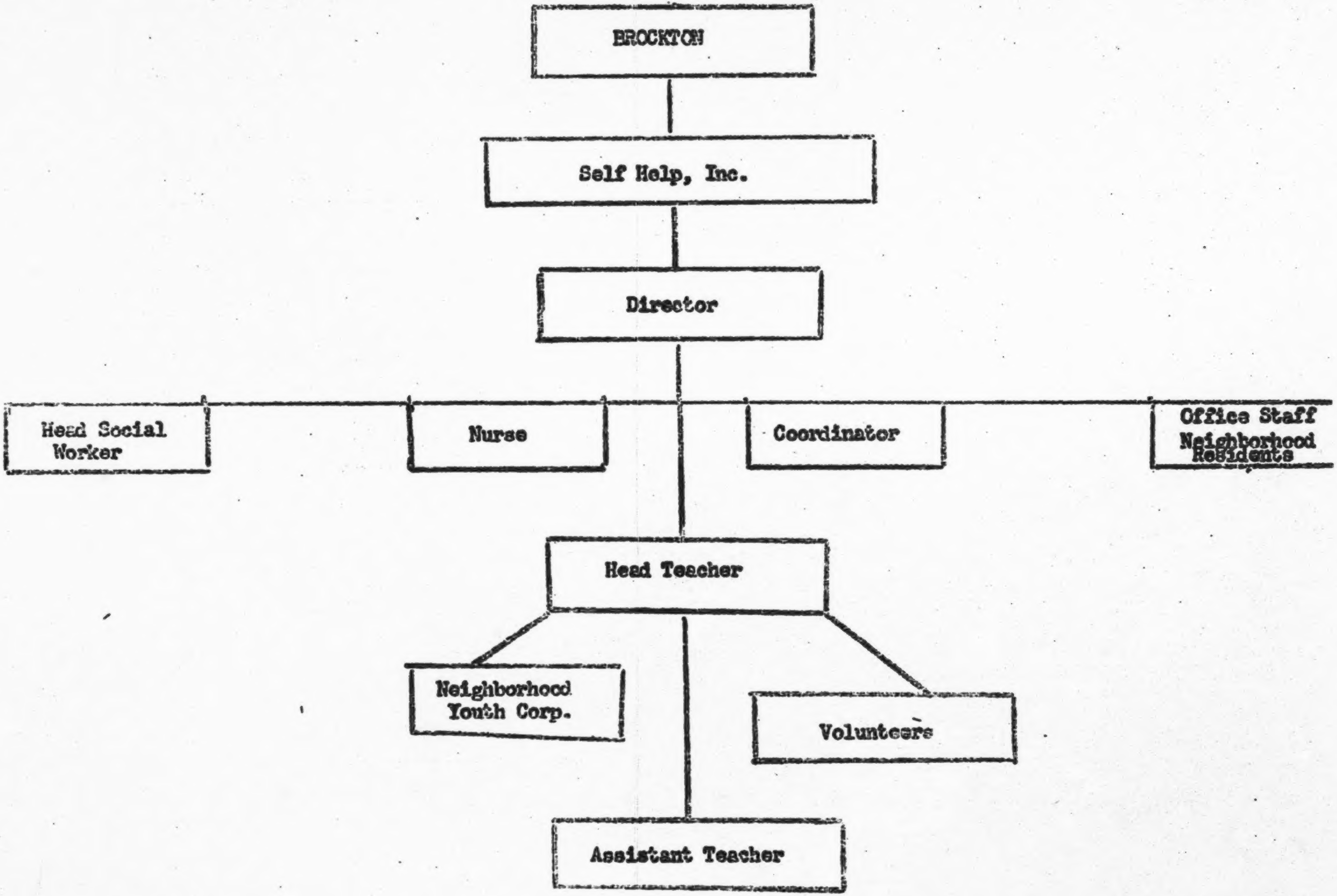
ORGANIZATION CHART


BROCKTON
Self Help, Inc.
Director
Head Social Worker
Nurse
Coordinator
Office Staff Neighborhood Residents
Head Teacher
Neighborhood Youth Corp.
Volunteers
Assistant Teacher

CAMBRIDGE

The Cambridge Head Start proposal was developed by the Associate Director of the Cambridge Community Services. The actual program functioned under the direction of an educational research person with two coordinators, one for the CCS's part in in the program and one for the public school's part in the program. The program also had an early childhood education specialist to assist the director. All the persons working as regular staff members in the public school sector were public school personnel. The CCS sector drew its workers from many diverse resources in the community - churches, settlement houses, colleges, etc. In total the program represented the activities of many institutions in the city. Cambridge has been working on several neighborhood problems in the past few years. Within the various neighborhoods there was wide support for the program and even anticipated responsibility for participation by some of the parents. Involvement of parents as participants and learners was high. In this program the training of staff was done independent of the university programs and involved the non-professional workers, too.

A wide range of facilities were used in various locations. Contacts were made with one public school center and one settlement house center. The coordinator of the public schools as well as the director was interviewed. The coordinator of the CCS part was not available for an interview.

When the research worker visited a center located in a public school, she noticed that parents were in and around the Head Start Classroom. The parents expressed "grateful appreciation for having been able to see and share in what was happening to their children."

All of the nine parents interviewed had attended at least one meeting; one had attended three. Their learnings were mainly in terms of child development and child care.

Two professionally trained social workers were responsible for the case aides, neighborhood personnel, some Head Start parents, who worked directly with families.

The indigeneous workers in this program whether case aide or paid volunteer were treated to a large extent as fellow professionals.

The director of the program was most anxious to keep alive the enthusiasm that had been engendered by this program until concrete plans for an on-going program were made. As one mother who worked in the program said, "I have made one step up the ladder. Is is worth trying for another or will this all just end?"

FALL RIVER

The Fall River program represented an unusual combination of variables favorable for Project Head Start. At the request of the Division of Child Guardianship, MCCY conducted a stody of Day Care, included Fall River in the sample. The social worker assigned to Fall River on this project is also a preschool teacher. Several elements of the community were represented on the Day Care Committee. Plans for an ongoing preschool program under OEO were already in progress and involved the Massachusetts Council for Public Schools, a state based, layment's organization, when Project Head Start was announced. The Social Worker, having furnished her work on the MCCY study, became director of the Head Start Program. Head Start, therefore, benefited from the previous careful planning and the continuity of personnel in the program and concerned community people. The active interest of several business concerns, contacted initially for the Day Care Study was kept on for Head Start.

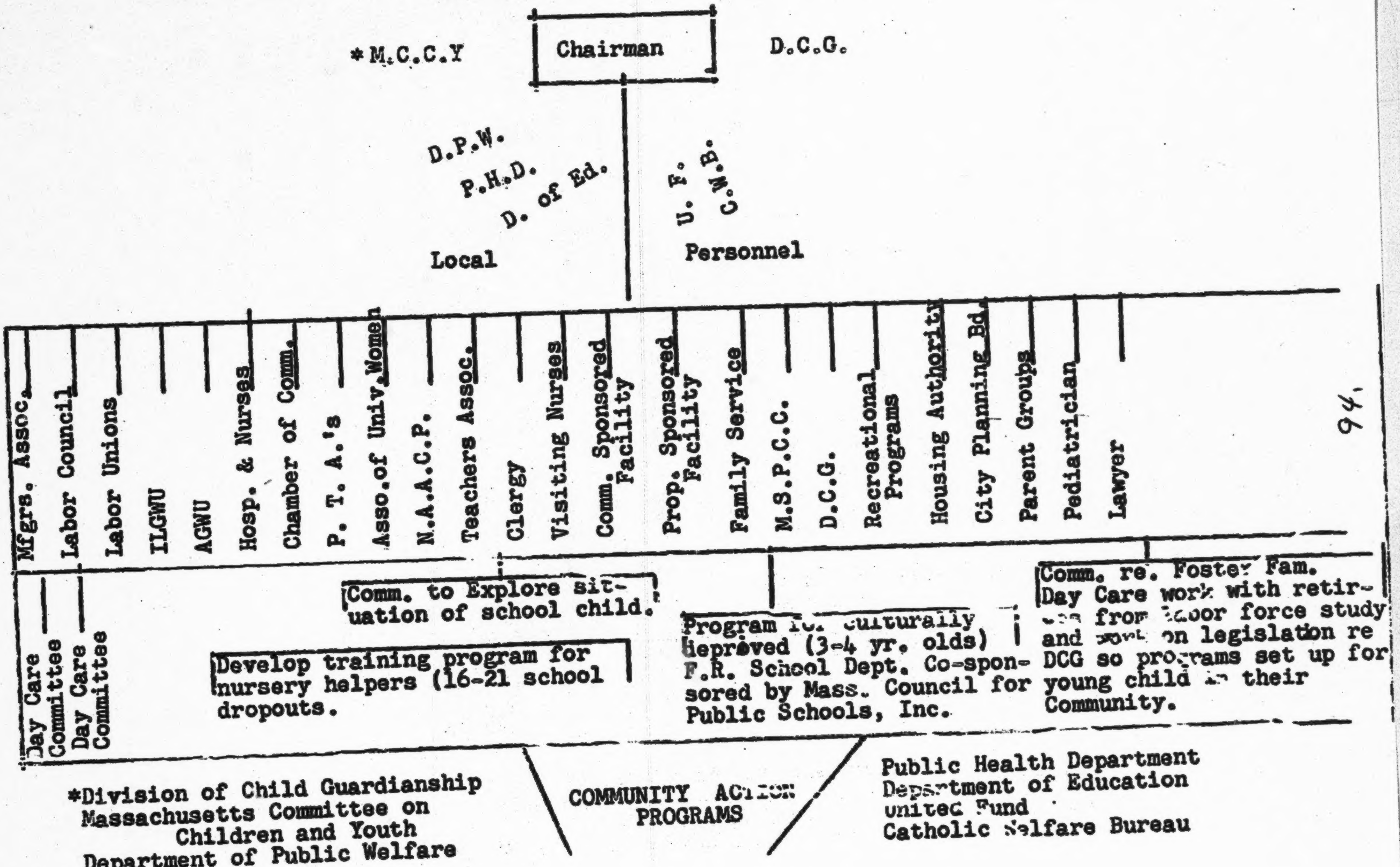
The size of the program, however, made for some uneveness in the quality of service offered depending on the center observed.

The Research for this report was conducted in centers with a high quality of service. Both centers that were visited were located in housing projects.

All of the non-working parents interviewed in this program had attended meetings; most at least two, and one attended five.

The membership of the Day Care Committee and excerpts from a report on the involvement of parents in the Fall River program follow.

FALL RIVER DAY CARE COMMITTEE



*M.C.C.Y

Chairman

D.C.G.

D.P.W.
P.H.D.
D. of Ed.
Local

U. F.
C.W.B.
Personnel

- Mfgrs. Assoc.
- Labor Council
- Labor Unions
- ILGWU
- AGWU
- Hosp. & Nurses
- Chamber of Comm.
- P. T. A.'s
- Asso.of Univ.Women
- N.A.A.C.P.
- Teachers Assoc.
- Clergy
- Visiting Nurses
- Comm. Sponsored Facility
- Prop. Sponsored Facility
- Family Service
- M.S.P.C.C.
- D.C.G.
- Recreational Programs
- Housing Authority
- City Planning Bd.
- Parent Groups
- Pediatrician
- Lawyer

Day Care Committee

Day Care Committee

Comm. to Explore situation of school child.

Develop training program for nursery helpers (16-21 school dropouts.

Program for culturally deprived (3-4 yr. olds) F.R. School Dept. Co-sponsored by Mass. Council for Public Schools, Inc.

Comm. re. Foster Fam. Day Care work with retirees from labor force study and work on legislation re DCG so programs set up for young child in their Community.

COMMUNITY ACTION PROGRAMS

*Division of Child Guardianship
Massachusetts Committee on Children and Youth
Department of Public Welfare

Public Health Department
Department of Education
United Fund
Catholic Welfare Bureau

REPORT FROM FALL RIVER

PARENTAL INVOLVEMENT

Parents were involved in pre-planning and recruiting. At this stage of the Head Start Program a general meeting was called for all parents interested in the success of the program. Their views were noted and considered. A Day-Care Committee meeting was held in order to determine what needs and goals were deemed necessary by these parents and interested people. Many attending this Day-Care planning meeting were involved through the help of an Insurance group, who through their contacts with families were aware of the needs of people on their routes.

Parents were involved in the recruiting of Volunteers through both planned and scheduled set-ups. Two leaders, community workers, organized parent and community Volunteers.

Parents are involved in the program in various ways.

Parental involvement in our Center is both paid and volunteer. One mother assists daily at the Center as a paid volunteer. Others work on committees involving field trips, organizing puppet shows, aiding creative activity with special skills, photographing the children, setting up series of checker games, and loaning materials and furniture for the Center.

Luncheon meetings have proven to be another source of parental involvement. These are informal and include all the children of the mothers who stay for lunch with the Head Teacher and Assistant Teacher.

Meetings of mothers at the home of one of the group with the psychiatrist meet weekly.

A planned meeting for parents to visit the Center is being organized; mothers will work on various committees, such as hospitality and refreshment. A father-volunteer has offered to aid in "setting up" extra tables and chairs for the meeting. One of the grandfathers has promised to donate a bouquet from his garden.

Parents, brothers and sisters, were invited to a puppet show held at the Center, and an audience of over 100 responded to the invitation. Parents will also be invited to a "folk-song" sing-a-long being planned, and will serve as refreshment hostesses.

In the area of special skills there is also parent involvement. One mother, with her 13 year old daughter, has taught the children the art of making flowers from tissues. Another parent is busy making costumes for the children to wear in their dramatic play. A record player and records were loaned by a working mother who feels in this way she is "part of the Center". Furniture for the housekeeping area was repaired and donated to the Center by a father of one of the little girls. Another parent takes pictures of the children at the Center.

Daily contacts: The proportion of parents who take part in bringing children is 95%, - as by Fall River Head-Start directives, a child must be accompanied to the Center by a parent, or an adult designated to do so by the parent. In three cases, a teen-age brother or sister fulfill this obligation. In one case, an aunt of the child picks up her nephew when she comes for her own child. This rule applies at "pick-up" time, as no child is released from the Center until a parent, grandfather, aunt or teen-age brother and sister call for him. The staff has met with wonderful cooperation in this area, - as parents were notified of this rule before the Center was opened.

Conferences. Planned - Several planned conferences with parents have taken place at the Center when the Head Teacher and her assistant felt such a procedure was necessary. The parent discussed his child's problem frankly, and was assured the progress of the child would be carefully watched and recorded. In several instances, the parent was directed to the group meetings with the psychiatrist as a result of the Center consultation.

Teacher visit (observe) home. This practice has been followed in cases where the teacher felt a problem existed which would necessitate a visit to the home. Visits were unscheduled, when the occasion arose the visit was made. As a result of a home visit, a child of mixed racial parentage was allowed to come to

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the Center, the parents had not sent him because of their fear of prejudice. Children in one family had come to school barefooted. This visit revealed a condition which was referred to the social worker. Clothing and shoes were sent to the family. It was agreed by the mother and teacher that the children would attend both sessions while she had her seventh child.

FITCHBURG

This was a "well planned, well organized program even though the parents were not able to visit the classroom frequently because of a lack of transportation." The busing of children eliminated the daily contacts between school and parents. The social workers led meetings two times a week at two different schools to meet the parents' needs. Parents often visited the classroom when they came to the meetings. The tone of the fliers announcing these meetings indicates that not too many parents came to the meetings. Those who came were offered a range of interesting topics for discussion. The interviewer attended a meeting at which the needs of the adolescent were thoroughly presented. There were also weekly meetings on nutrition.

The chairman of the community action committee was actively involved in the Head Start Program.

The director kept in close touch with the parents by means of the telephone.

The parents most involved were those working in the program and those who lived nearby the bus lines.

All of the parents who were interviewed had attended meetings; some, two; others, six. Their learnings were mainly in the areas of nutrition and mental health.

10000

NEW BEDFORD

Right from the beginning with its "quad-lingual" pamphlet prepared by a combined committee of Head Start and Onboard, the Community Action Agency, New Bedford endeavored to reach all portions of the community. Neighborhood Contact Workers, permanent employees of Onboard, distributed pamphlets to families in the target poverty areas. The educational level of parents rather than income levels of family (note, however, the high positive correlation between these) was the major criteria used for eligibility to the program.

The centers were located in neighborhood schools. Parents were encouraged to accompany children to school, however. Where they did so, there was quite a bit of visiting and observing by parents.

In centers where parents failed to comply with the director's request to accompany children to school, the teachers seldom, if ever, saw the parents.

The original plans for bi-weekly evening meetings for parents at each center were abandoned because no money had been budgeted to pay for custodian's services.

The morning coffee hours that were instituted were a poor substitute because they automatically excluded the many working mothers.

The Portuguese community with its access to the Cape Verdian Social Hall forged ahead with evening events well attended and instructed. The Portuguese parents expressed and acted upon a greater concern than some of the other parents.

The Head Start teachers who were regular kindergarten teachers were working mainly in their own schools. They had good knowledge of most of the families. This familiarity compensated somewhat for the loack of contact with those parents unable to visit the center.

Because a "Washington representative" was coming to visit on the following day, the following report of participation had been prepared:

	Passive participation no. of parents	School	Active part.
	10	Ottiwell	7
	1	Clifford	0
	6	Knowlton	2-3
	0	Merrimac	1
	0	Acushnet	0
	4-6	Greene	0
	6-8	Cook	0
6	5	Ingraham	0
	4	Hannigan	4

The five parents interviewed in one center attended two or more meetings. There learnings were mainly general ones, focused on helath or family improvement.

All of the parents (seven) interviewed had come for the coffee hour and to be interviewed. This was their first meeting.

One center with good parent participation was not planned for originally. It was set up under pressure, especially from one mother who went over the director's head to the school department. Though not in a target area, the children were declared to be in need. The center opened July 30th.

The program was good but not equally so for all. It was weakened by the things already mentioned as well as by the large number of centers (nine) widely scattered through the city, and the expression of traditional ethnic separateness. The stress should be helping all poor and not just one ethnic type of poor.

10003

NORTH BERKSHIRE

The Community Action agency in Northern Berkshire county joins together several towns - five of these participated in Project Head Start. The sheer spatial spread and local autonomy of the participating communities make general statements about this program difficult. The full time director who had a preschool background and present public school teaching position worked hard to involved parents. Her committment to this aspect of the program seemed much greater than that of her supporting staff. She was not able to supervise this phase adequately. No official social worker was included in this program. The assistant director served in this role now and then as well as the director. In the community where most of the interviewing was done, a community volunteer filled this role. Her function as the "bus rider" put her in daily contact with parents. Her "take home" science tasks linked school to home. Over and over the parents made references to her contributions and her help. She was not aware of how much her efforts added to the program.

Involvement of one mother as a volunteer was not successful; her services were terminated. The social meals and luncheons at centers appeared to please parents and allow for some contacts between home and school. Family type evening picnics were being held as the end of the program approached. Those already held had been highly successful and actively involved many parents.

Of the five parents that were interviewed, only two had been to a meeting.

10004

The facilities used varied widely in age and attractiveness depending on the different communities and what they had to offer. Certain lacks were compensated for with new equipment purchased especially for Head Start. Further attractiveness was added by a "floating" art teacher.

Adams - The center was in an old school but the work of art teacher, and science volunteer (plants, pets) made it more attractive. The gravel year had no outdoor equipment. Inside the climbing equipment was adequate. Stools in the cafeteria across the street (Junior high) were inadequate for seating the children.

North Adams - Haskin School, an unused basement area was renewed and made a physically attractive center even though the hallway had the dank odor of dampness.

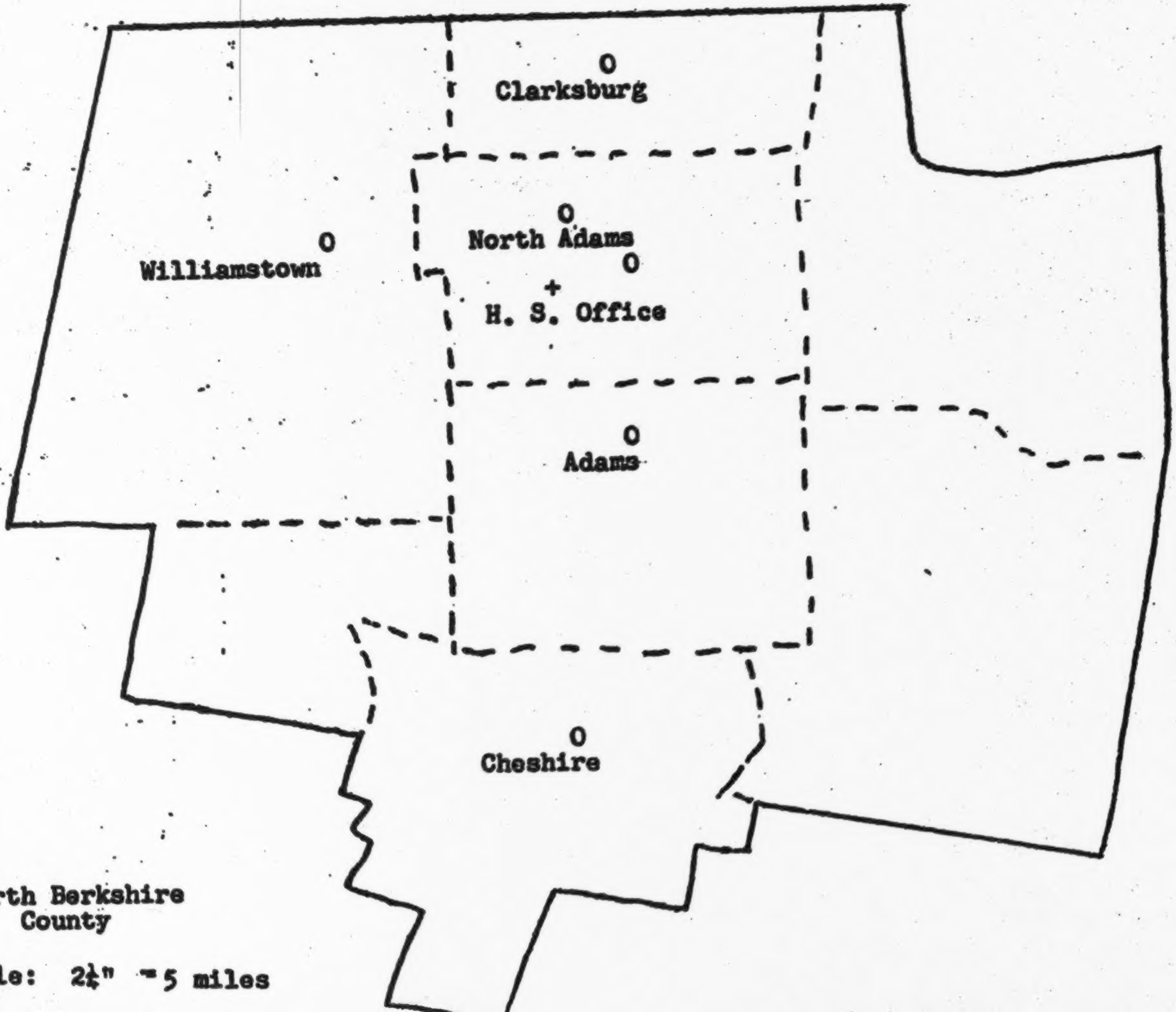
North Adams - Johnson School, At first the two groups were in the gym. Then they were given two rooms for activities but still ate in the gym. They may now be forced back to the gym as the use of the two classrooms interferred with janitorial work.

Williamstown - A new building - a kindergarten classroom was used.

The director made a tremendous effort to get the program to a quality level. The small size of each center made personalized contacts possible but the spatial spread made them difficult and used time for transportation that might have been spent more wisely in support of the goals of the program. The structure of the program tended to work against the standards set by the director.

10005

NORTH BERKSHIRE HEAD START CENTERS


Clarksburg
Williamstown
North Adams
H. S. Office
Adams
Cheshire

North Berkshire
County

Scale: 2¼" = 5 miles

NORTON

Norton was used to pre-test questionnaires. Interviews were not done with parents, nor was the center visited later on in the program. The initial contact revealed a program ideally planned and set up to meet the needs of preschool children. Housed in a private school setting with ample space to plan a large part of the program out of doors -- it was in sharp contrast to setting of many of the centers. The staff were early childhood teachers, well experienced in preschool.

The director favored the multi-disciplinary approach, feeling that the program should first establish a concern for the child's health and then lead into the educational approach.

PITTSFIELD

The Pittsfield program represented an out growth from a part time nursery school sponsored the previous year by a private social concern organization. Several of the parents who worked in the Head Start Program had been active in this earlier effort. The main stumbling block to enrollment was the "poverty" label of the program. The assistant teachers were to remain and become head teachers. Sites for this ongoing program were being considered by mid summer. Although the public school system had sponsored the Head Start program for the summer, it was questioning the value of having the program so limited and seemed to favor a broader base of concern based in institutions other than the school. The school department would continue to participate but not in such a leading role. The director, not from public school personnel, was available to continue with the program.

Even during the summer, the community wide base was evident in the range of volunteers involved and the various organizations planning for future.

Participation in Head Start recruitment by business was in evidence. Recruiting tables were set in various supermarkets.

Three schools were used; field work was done in one, the Tucker School (Head Start headquarters.) Tucker School was old, unattractive, with no outdoor equipment, except for a sand pile with no box, materials were used inside, books were new and attractive as were the easels. Crackers and milk were served for snacks.

The use of neighborhood schools allowed for some daily contacts. In fact, one group was set up deliverately so that all children were within easy walking distance. There was limited busing in program.

The Director had full time for administration and supervision. Assigned to the program was a fully trained social worker from Family and Children Services.

Several Head Start parents (mothers) were employed in the program as room mothers. Some of the trainees, aides for the summer, and assistant teachers for an on going program were Head Start mothers. This program was doing a fine job of training personnel to carry on this work with young children.

There was a quiet but effective experimental and creative aim about this program. Known solutions to various problems were accepted while new and possibly better ones were sought. Experimentation was built into the program. For example, in one center, all of the children in one group lived within walking distance of the school. Would the relationships established with the parents be different for this group?

Because of the early adverse effects on parents of the early poverty publicity, the director intentionally avoided large, general meetings where things could be said and misinterpreted. Small group meetings only were held, and many individual contacts maintained so questions raised could be answered directly. The regular class group was given by an extension worker and dealt with various concerns of the housewife-mother: how to buy food; how to make patches; what is good nutrition? These lectures had previously been given at the post office and some mothers had already had them. The lecturer went to the center's two groups of 10-15 mothers functioned well throughout the program.

The social worker assigned to the program by Family and Children's Services saw his role as assisting the teacher to help the child get the most out of his experience. His home visits were to help the teacher.

10009

He did not see his role as working with the families. The involvement of the parents he left to the teachers.

Field work was done with the group with children within walking distance of the school. About half of the parents came daily and watched, observed, and asked questions. When called in for official conferences, they came with questions for the teacher. The other children were brought by older siblings. When these parents came for an official conference, they in essence said "you called me in, now you tell me things." Even when invited to stay, they never stayed more than five minutes and were uneasy during most of the time. The teacher had expected some differences due to the daily contact but not such gross ones.

Three of the four parents interviewed at the center were there longer than they had ever been before.

The social worker made home visits to any family with current or potential problems. The teachers were to visit the balance of the families.

This program, as the field worker anticipated, is making strides towards establishing an on going program. It has refused to be daunted by its loss of public schools for centers. The religious leaders as well as social agencies have been most helpful in the search for facilities. A great deal of forward-looking planning has gone into this program.

QUINCY

Prior to Head Start, the future director gathered representatives from several organizations such as the South Shore Mental Health, Society for the Prevention of Cruelty to Children; Head Social Workers, Representative of Public Health, Librarians, School Adjustment Counsellors, Youth Service Corps, Boston Housing Development to discuss some of the social backs and problems in Quincy. Subsequently, parents were invited to meet with the group. They were asked to present their general concerns and make specific recommendations for needs to be met in their areas. The future director, representing the schools, took the lead in organizing a Community Council out of these meetings. It was to this council that the future director presented Project Head Start. The director was rightly proud that he had done some pre-Head Start planning with the heads of so many agencies.

The Head Start centers in Quincy were housed in schools. Field work was done in one very new school in which there were five groups and in one very old school with a single group. The groups in Quincy differed from those in the other programs in so far as each classroom had a team of three persons, teacher, mental health worker and paid parent to work with the children. This combining of roles into a new pattern produced some strains, as might be expected. The mental health workers especially were not clear about the boundaries of their jobs. This lessened their effectiveness as members of the team. Although there was stated freedom to work creatively with parents, the traditional school relationships hampered the full effectiveness of this team approach in which parents would be a working and sharing part of the Head Start classroom for the good of the children.

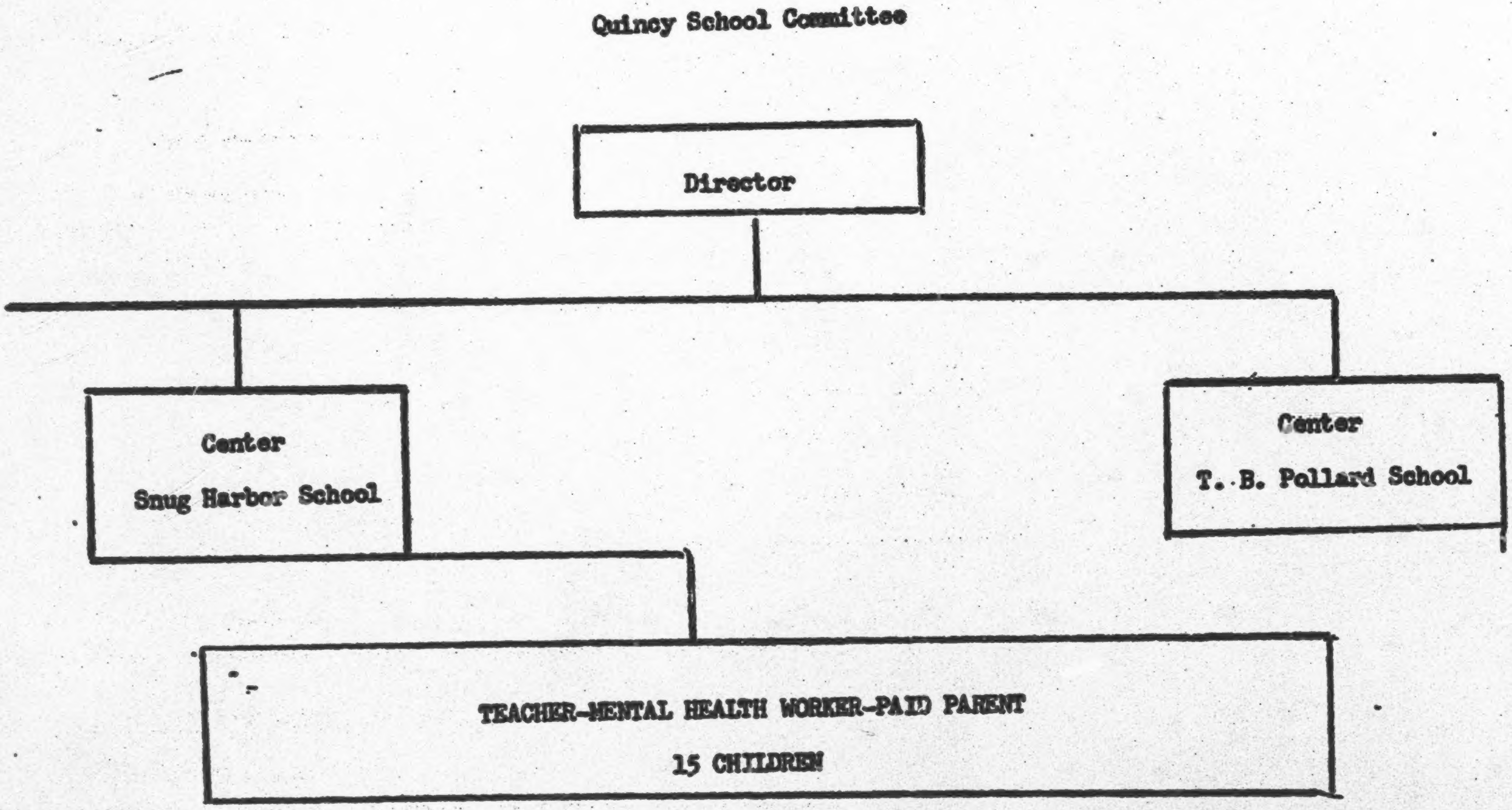
The interviewer failed to elaborate in the Work Training and Experience program affiliated with the Quincy Welfare Department and for which the social service worker in the program had responsibility. It is not clear exactly how this worker fitted into the program.

Of the ten parents who were interviewed, nine had attended meetings--usually two meetings. Their learnings covered the program, child care, mental health and specifics about the expectations of kindergarten that the children would have to meet.

The attitudes in this program seemed most favorable for the attainment of Head Start goals but the implementation of a program to do this was more difficult. It was approached but not quite reached.

ORGANIZATION CHART

QUINCY


Quincy School Committee
Director
Center
Snug Harbor School
Center
T. B. Pollard School
TEACHER-MENTAL HEALTH WORKER-PAID PARENT
15 CHILDREN

SOMERVILLE

For some time prior to the creation of Head Start, concerned forces within Somerville had initiated action to combat several social ills. A great deal was known about the location and extent of poverty in Somerville. This aided them in the location of the Head Start centers and the recruitment of the children.

The Board of Directors of the Somerville Opportunities Committee, Inc. was the policy-making group for the conduct of Operation Head Start.

By using the regular neighborhood schools (several were very old), Somerville eliminated the busing problem and made centers more available to the parents. The majority of the mothers working in the program were Head Start mothers. The involvement of mothers as learners was handled to a large extent by a settlement house that furnished social services. These workers - many mainly young and with minimal training - served as a liaison between home and school, visiting homes on a regular weekly basis. The teachers did not visit the homes.

The following exerpts from the interview of a social service worker describe the parent activities of one center:

> "There have been two and two more are to come. The first one involved all the mothers in 3 centers - was about nutrition and had a speaker.
>
> "Second meeting was informal discussion of mothers from one center (about 1/3 of them - they were divided into 3 parts by (a) mothers' preference of meeting time and (b) the social worker's desire to balance the group between those who were outgoing and those who were listeners) - this was a talk by the social worker about the program and an open discussion - the topic most discussed was the fact that Boston had hot lunches and Somerville did not. A total of 40 mothers are actually involved, of which 27 have come to the meetings."

10014

WORCESTER

Worcester. The Worcester Head Start program brought together several elements of the community. The program was jointly sponsored by the public and the parochial schools with active participation by the public health nurses, the guidance center and the Y.W.C.A. The director holds regularly a high administrative post in the public school system. She not only set up the program but was around during the time that it operated. The coordinator of the program was a public school principal at one of the schools located in a poverty area. The public school facilities in the poverty neighborhoods were inadequate to meet the needs of a Head Start program for pre-kindergarten age children. The groups were consolidated into four centers, three new public schools and a Catholic day nursery school building. This centralization not only meant better facilities but fewer regular school personnel to adjust to. The children who would be going to the same school in the fall were kept together in a head start group. A station wagon assigned to the program was most important in linking them together. The large size of the program eliminated the personalized touch that was highly valued by the administrators. The flow of information from the centers to the home was good; it was done in person by the public health nurse and by written materials, always on yellow paper, early identified as "Head Start". The focus was on "you" (parent) and "your child." The recruitment of parents as participants was sought mainly for the role of volunteer rather than paid worker. Having two kinds of workers for the same job, one paid and one volunteer, did not work out. The program opted in favor of volunteers. In only one of the centers were the mothers paid. The parents were invited to visit the centers. Arrangements for transportation to and from the centers was provided by the program on these visiting days.

Of the twelve parents who were interviewed in this program only three had attended any meeting and for two of the first time was the day of the interview. Activities for parents on a neighborhood basis was sorely needed in this program.

The Head Start Mothers program offered and run by the Y.W.C.A. was an excellent one, geared to the needs of the mothers who went. Unfortunately it served only between 10 and 15% of the mothers with children in the program and tended to favor participation by those living nearby. (See notes on meeting at YWCA.) Foot note Appen~~dance~~ix C.

No social worker was interviewed in this program. The stated role of such a person was to observe children in the classroom, talk to teachers and decide about possible referral.

The workers from Worcester Youth Guidance likewise observed children and worked with children and teachers.

Teachers did not visit in the homes.

The person who had home contacts was the nurse. She went in to the homes in response to health needs known to her or at the request of the Guidance Center or a teacher. She did not focus on family problems as such leaving that for the social worker.

These various services seemed in need of more integration to serve adequately the head start child and his parents. A good start, however, has been made.

The commitment of a large segment of the community to the goals and aims of Head Start made this a successful program, in spite of and aims of Head Start made this a successful program, in spite of t various handicaps inherent in such a crash program. There were many young people involved in the program as volunteers, as well as older community members.

10017
C

8/5/65

WORCESTER Y.W.C.A.

HEAD START MOTHER'S PROGRAM

Interview with Board Member

Parents for six Thursdays offered evening program (2 hours but tends to go to 3 hours).
1 hour lecture - Child Development, etc.
1 hour choice - Arts & Crafts, Gym, Swimming, etc.

First meeting: 90. Now average 60 - 50.

Smith College student is an intern and worked on recruiting. Before program started pairs of people (volunteer and staff) went from door to door recruiting.

Two of the Head Start mothers helped here and have remained as (unpaid) volunteers in the program. One was there as a "greeter" -- well tanned -- looked like suburban house wife!!

Dr. Scott had spoken on Guidance of Children the previous week. Nancy Baber of Family Service rekindled and carried on the program discussion. Had they tried out Dr. Scott's suggestions? With what results?

(Retarded N woman - not Head Start mother - had somehow wandered in.) "Daisy".

Mothers had ◯ (first name) tags.

Volunteers and staff had ▭ (whole name).

MOTHERS

Some "dressed-up"; some in shorts and cottons; some look "deprived".
Many are young.
About 5-6 N. (most came late)
One husband
Mothers share their solutions with each other. General theme: How to Involve Husbands in Child Rearing.

"Husbands too strict."

"House work is a drudge. If I could stand the dirt, I wouldn't do it."

Y.W.C.A. wants to continue this relationship with these kinds of mothers - a permanent "Y" group.

Initially "Y" sent fliers to all in neighborhood. (1) sent cards out all over but concentrated on neighborhood (2) behind the new "Y".

Problem: How to get the "locals" in.

Prior to Head Start, the "Y" invited neighborhood people to the party. They put posters in neighborhood stores, schools, taverns, Priests, Rabbis, etc.

Good 300 people - only expected 100. Families came - many kids. Had to scrub them really before they could use pool (more than the usual shower!)

Very pleased.

SPRINGFIELD

The view of the Springfield community was very limited. Field work was done at Camp Seco. The only field contact with the large public school program was a Seco mother who was a paid worker in the other program. The only field contact with the guidance center was a Seco mother with a child also enrolled in that program. There appeared to be some confusion as to how these three programs were related to each other and to the Springfield Action Committee. In the summer of 1965, Springfield was a racially tense community. One must remember that the program at Camp Seco functioned against this as a backdrop.

The South Side Community Center has well established roots in its neighborhood. It has a day care center; it has for some time operated Camp Seco, a day camp, outside the city limits of Springfield. To this regular program was added Head Start.

Not only the facilities used, a day camp in a beautifully wooded area, but the entire structure of this program differentiated it from all the other ones that were visited. The staff members, however, were all public school personnel but not necessarily working regularly in Springfield. In addition to the director and three "group leaders" (one of these was in charge of attendance and volunteers and maintained contacts with the parents), there were four specialists in art and reading, music and dramatics, social studies, science and swimming. These specialists were responsible for adapting their specialty, well known, to meet the needs of Head Start children (not so well known.)

10020

their activities and teachers according to a planned schedule. The staff had reappraised the program several times and adjusted it according to the needs of the children as they came to know them.

The program had an evaluator and a volunteer social worker.

There were fifteen counsellors, high school seniors or college students, recommended by the center or friends. There were many volunteers attached to the program, working at Camp Seco and when needed in the community. For example the night of an evening meeting, volunteers were available to stay at home with children, drive parents to a meeting, or man the baby sitting service at the center.

There was no provision for paid health services or social services. Health services had been donated. A social worker gave one day a week as a volunteer. Meals were not served. Children brought their lunch but milk was furnished.

In spite of some criticism that there was not enough involvement of minorities (Negro and Puerto Rican), the field worker considered it an integrated program. Of the 15 counsellors, one was Negro. Of the 8 paid staff, one was a Negro. In a group of nineteen children that was observed, there were 5 Negro children.

The distance of the camp from the city made parent visiting difficult. They were not involved in the program as paid workers and were used only to a limited degree as volunteers. Evening meetings were held in town at the house. One visiting day at camp had been held and a second one with the parents taking a more active role in the planning and preparation was to be held the following week. The field worker attended an evening meeting. All of the staff came. There were 25 parents (2 fathers; 5 Negro mothers.) There was an easy exchange of information between staff and parents. In addition to sociability, the major focus was on planning for the August 11 visiting day, recruiting help from the parents, and introducing the research worker who would be coming back to interview.

Of the seven parents who were interviewed, five of them had attended meetings; three had attended two meetings.

The out of doors setting, the added skill of swimming, the presence of male workers, the presence of other camp groups, the ease of tripping in their "own back yard", the willingness of the staff to adjust the program in the light of their learnings about these children, the high level of staff interaction, sharing and planning made this a most satisfying program. Much of the same relaxed, interested feeling of the camp seemed to have spilled over, informally as well as formally to the parents.

With adequate funding of health and social services, this would have been a very good program, even with the limited involvement of parents as paid workers.

LAWRENCE

Lawrence is a highly industrialized town with many streets on which are closely spaced multiple dwellings. Head Start office is located in town within the high school on the second floor. It consisted of one large room with one large table and chairs, a desk and a few small surfaces. At the time, the field worker talked to the director, her secretary, the head social worker, and reading specialists were all carrying on their work in the same room. The telephone rang constantly and the interview was interrupted several times.

The director, formerly a school teacher, then with educational radio; is now in commercial radio. Her professional detachment from health, welfare, and education services seemed to give her an extra bounce and freedom to build creatively a head start program and to freely criticize its evident shortcomings.

The program had one social service worker, a recent college graduate, who planned to attend a school of social work in the fall. Her major function was checking on the absentees and receiving daily via telephone the key teachers' reports on the centers. Her attempt to reach many of the Puerto Rican families was not very successful. More skilled social services, especially for this particular minority groups, were sorely needed.

Initially, schools in the target poverty areas were selected for centers. Later, in some instances, the newer school, but within the same district, was established as the center.

The active concern and participation of the town and the church (especially in South Lawrence was quite evident.

The dentists in the community were most generous in volunteering their services. Medical services were inadequate. Cooperation on the part of medical groups was very limited.

Field work was done in two of the new schools. One new school, however, did not regularly have a kindergarten and hence no kindergarten room. The chairs and the desks were not quite suitable to the needs of these children. Transportation was the responsibility of the parents. Several car pools were formed by the parents. Parents had frequent if not daily contacts with the center and often the teacher. The following comment was made by the teacher.

> "In the morning, 8:45-9:15, I have morning greeting time. Then I get an id ea of the youngster's home behavior--how does he respond to being at school--how does he join in? I do this through incidental talking: "Does Bob have a cold?" "No, he has bron al trouble." Or, "No--we went away," or "We had company." I ask What' the cause of this?" of the mother and here is what she has tc y.
>
> I "head" for a different mother each morning so I get to all i the group.
>
> I shake hands with children to see if they know their right hand--this way you get learning.

The one evening meeting was a lecture on dental care. Many of the parents were impressed by the lecture and remembered quite a bit of it, but had several unanswered questions that needed follow up explanations.

The usual type of parent program-- children presenting a playlet and displaying objects they had made had been offered once and was to be repeated.

The two major trips of the program were to the beach by bus and to a children's movie. Cooperation for the latter trip was secured from a business firm (undertaker) who loaned limousines. Some parents were involved. Director's plan for patio party - other activities to help

Parent [illegible]
[illegible]

Contacts with parents on this program were made several weeks after the interviews with the administtator. The involvement of parents as learners were quite limited.

The parents who were paid workers in the program were selected by the school committee. There was limited opportunity to prepare them for their position.

The following quotation illustrates one worker's reaction to in-service training:

> 'Attending staff meeting is a waste of time. Actually teacher should go and tell volunteer. Teacher controls everything--she has the floor plan--so just send her instead of 9 going.
>
> It's a 20-hour work week--I come at 8:45 and have to stay until 1:00 (1 hr. 15 min.) The staff meeting is extra. I have no place to leave him so I have to take him with me. It's 3 o'clock by the time I get home. It's all extra time and I don't learn much.

10025

LOWELL

The Community Action Committee of Lowell, a pre-O.E.O. Committee was used for the translation of the Economic Opportunity Act. Involved were some heads of agencies and community people such as Re-development Authority, Health, Housing, city councilors, with the Mayor as the chairman. The governmental component was clearly evident in the establishment of the Head Start program.

Representation was from the total community, both public and private. This committee was primarily established because of the Youth Corp. (Commonwealth Service Corp.) The regional director of C. S. Corp. explained to the director of purpose of Head Start. He envisioned Head Start as an extension of Day Care. The director was not included in the embryonic meetings explaining Head Start, but the Commonwealth Service Corp could see the role of Day Care in Head Start and invited the Director of Day Care Center in Lowell to be a part of the early instruction of Head Start and to send~~ing~~ in proposals.

Some leaders of the Committee thought this program belonged only to education, thus the public schools, the Superintendent of Schools thought it really belonged as an extension of Day Care.

Three persons worked out the proposal for Head Start; a representative of the Lowell Planning Department, a representative of the Community Council, and a member of the Massachusetts Committee on Day Care. The Lowell Planning Board and a member of the Community Council agreed that the person with day care background should be put in charge of the program. This person served as a volunteer director in the Head Start program.

The research worker felt that a strained feeling existed between the director and the Lowell town officials. There seemed to be a lack of understanding and appreciation of the Head Start program, and what it could mean to a community. There was a lack of appreciation for the director.

The social worker was not active in the recruiting of children for this program. During the program, he made home visits mainly to check on observations and sickness.

The responsibility for the involvements of parents in the program remained with the Director and the teachers (all nursery school teachers).

The Director along with the teachers explained the intent of parent envolvment, they discussed methods, had social chats, coffee hours, conferences, observation, visits, meetings were planned and unplanned--scheduled or unscheduled as an on going and vital part of Head Start. Ideas were shared and the Director is assessible to the teachers daily. A more detailed picture is presented in the following two interviews with teachers.. Of the seven parents who were interviewed, six had attended a meeting. Their learnings included knowledge about child development and the Head Start program.

10027

TEACHER

COMMUNITY: Lowell CENTER: Greenhalge School

TEACHER: I

Planned two parent meetings, one on the fourth week and the other on the sixth week. Eleven attended the first meeting. The notices were sent through the children, follow up was a telephone call on the morning of the meeting. The meeting was held in the children's classroom in the afternoon from 1 to 2:30 P.M.

1. There were daily contacts with the parents for the first two weeks. The parents were invited to come in and have coffee while the children had cereal and milk (8:30). The first two weeks over half of the parents took advantage.
   The Greenhalge School did not have enough children. The teacher visited the convent where parochial children were registered for kindergarten. The teacher got twenty names, she contacted twelve names. Other children were contacted by Mother Aids and Assistant Teachers (Mother of one child in group) who knocked on doors and got several children.

2. The meetings were informal and unscheduled. The parents meet with teacher on the inside or outside of building. There can be need
3. from parent or need from children for a conference.

4. TRIPS: Two to three parents go on trips. Trips were to the (1) Post office; (2) Benson Animal Farm; (3) Ice Cream Plants; (4) Camp on Tuesday--group has music; stories on blankets while on these trips.

5. Parents can observe and visit anytime and are encouraged to stay.

6. OBSERVATION: Few scheduled, preceded by observation, also talked after observation. Instinctively teachers say they would talk.

7. Teachers home visits numbered three, the purpose being to help parents to know what the aims of Head Start are.

8. There has been a lot of discussion with parents because the parents have not understood Head Start. They spoke by telephone explaining Head Start. The parents responded to conferences. The teacher had to convince at least four parents that Head Start was worthwhile.

10028

TEACHER

COMMUNITY: Lowell **CENTER:** Malloy School

TEACHER: II

I. Coffee time is every Wednesday, this is the middle of the week and the stores are closed all day.

1. Daily--Parents bring their children and the teacher is available for discussions, greetings, etc.

2. Meetings are held informally once a week the parents are told of this meeting and a written notice or invitation is sent for a formal meeting to see films and slides of the trips and school activities.

3. Conferences are unscheduled and at the parents desire. The teacher is available at anytime.

4. There are no parents not working in Head Start on trips.

5-6. Any two parents can visit or observe at anytime. They generally remain when they bring child to school.

7. None.

8. There have been times when the teacher telephone parents concerning childs absence.

WEBSTER - OXFORD - DUDLEY

10029

The joint efforts of Webster, Oxford and Dudley to serve the needs of young children and their parents through a Head Start Program seem to have been most successful. Transportation to and from school was quite lengthy in all three towns so that the amount of visiting and observing by parents was limited. There was, however, planned parental involvement. Group meetings for parents were held regularly, and were well attended by fathers as well as mothers. The parents were active participants at such meetings taking part in the discussions. The success of the work with parents has been attributed largely to the personal efforts of the social worker who was also the assistant director. Several families previously considered "unreachable" made progress through Head Start in establishing a meaningful relationship with the public schools.

Liaison between the professional staff and the other workers was not adequately established. The "philosophy" of the program needed to be imparted to the senior scouts, volunteer mothers, teacher aides, and other such workers. "On the spot explanations for working duties work well, but understanding of how and why develop slowly."

More opportunity was needed for the staffs of the three centers to get together, share, plan jointly, if they wished.

The first parents' meetings were held at the centers. Subsequent ones have been held in various parents' homes. A large part of the responsibility for these meetings was shared by the parents. What was of interest to the parents was the basis for the discussions at these meetings.

CHELSEA

Prior to Head Start, the Chelsea School Committee established a "Committee of Three" to keep the School Committee informed about new events in the field of education. Materials on Project Head Start went to this committee, a member of which became the director of the Head Start Program.

Time did not allow for the participation of parents in the planning phase of the program. They also were not hired as workers in the program. The door of the school, however, was always open to parents and several visited. Parents were often used to make contact with other parents. In the center where the research worker interviewed parents, the teacher took parents on trips assigning two children to each parent. The teacher did not visit in the home. The test and guidance specialist helped interview parents so that they could fill out the health forms correctly. He visited parents at home, if they did not come to school to fill out the forms.

Housing arrangements are such in Chelsea that neighborhoods are often economically "mixed"; staff members found it embarrassing to have to select out the "poor" who lived right near the "non poor." Head Start had much to offer all young children.

DRACUT

Dracut was included in the sample because it was a small, public school sponsored program located in a semi-rural area near the city of Lowell and because the project proposal contained several military phrases that implied a rigid program was to be established.[1]

> Each parent interviewed by director and staff, each assigned to role consistent with his talents and own ability--after ascertaining will enter a duty, role, or responsibility of this parent on a master chart thereby obligating him or her to a specific function ... name "parent of the day" - will have check-list of responsibilities to be accomplished and will have to be "standing by" to "trouble-shoot" any scheduling or logistic difficulties. Parents to handle all children's personal needs in classroom - teachers will be instructed to confirm their activities to the development of child's verbalizing skills, to broadening cultural outlook and to applying remedial skills.

The research worker by accident arrived several hours early for her appointed and thus had an opportunity to observe the program unhampered for a relatively long period. From the initial contact with a custodian to the final good bye to the director, this was a most rewarding visit.

Every one contacted was glad to have had a Head Start program for the summer of 1965 and hopefully for several summers to come. Dracut has had to eliminate kindergartens from its regular school program because there was not enough room for them. Head Start served as a pre-first grade experience for the town and enrolled children almost 7 years old. The public school was well geared for the handling of such an age group; a program involving trips could readily be established.

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[1] Plans have been made for specialized help to be available to assist in the writing of proposals for the continuing preschool program and next summers Project Head Start.

In many ways this program typified certain aspects the ideal Head Start Program initially invisaged by its initiators. There were only three paid workers in the program, a director, male, formerly an elementary principal, kind, understanding, but firm; a teacher, a local young woman who graduated from a child development oriented college in June and would be teaching away from her home town in the fall; and a nutritionist, experienced, who had her own garden and shared it with the children. There were also volunteers--the school nurses and doctor for the health services, Catholic Charitable Organization for social services; college students, teenage siblings, both male and female, community firms donating goods and services (wood, sand, tooth brushes, tooth paste) a pleasant and cooperative custodial staff, and interested, concerned parents. Volunteers not only worked in the class room, but they were available for babysitting so that a mother could participate at school.

Most of the children were bused in, but the director's presence "riding shotgun" on the bus made this a personal contact with the home and an educational experience for the children. Although there had been only one meeting at which the parents and relatives visited the school and saw what was being done, the parents felt a close bond to the school. The director made many telephone contacts, not just to report troubles but also to see if the center was meeting the needs of the child and family. Several parents had accompanied the group on various trips.

The program had a great deal of flexibility, blending in free expression art materials such as paints and finger paints with exploratory science and stuctured number and letter writing. The program also showed imaginative planning. The children went on two farm trips, to two very different types of farms. The statement in the proposal:

> "The children we expect to be working with must be exposed during the conduction of the program to those people who are of the highest calibre of citizen in a community."

In actuality meant a visit to a lady in order to see gracious living in a setting more than a hundred years old. It proved to be a pleasant and an enriching experience of the children, volunteers, parents and staff members who went.

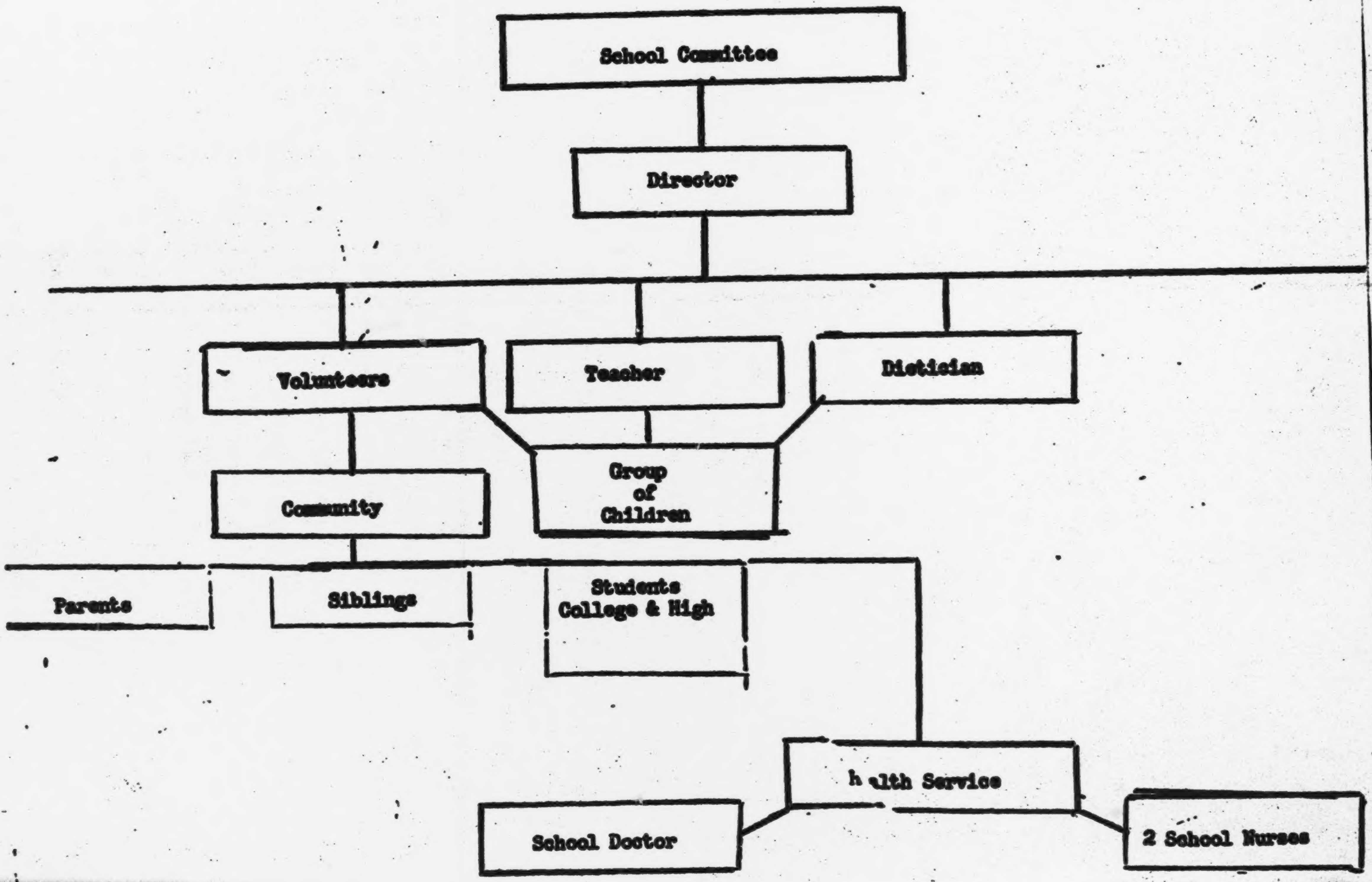
The school was just an ordinary school, well used, well maintained. The lunch room facilities were not suitable; the chairs were regular ones, much too high for most of the children. The children coped well with the situation.

With 23 children from 19 families, this was a close knit group but yet with religious, ethic and educational differences, the closeness came probably from the families all relating so well to the director and the director about to maintain this close personal relationship. All six of the parents who were interviewed had attended the only meeting that had been held. If the program had a major shortcoming it would be that the parents were given so much and were expected to give so little.

10034

ORGANIZATION CHART

DRACUT


School Committee
Director
Volunteers
Teacher
Dietician
Community
Group of Children
Parents
Siblings
Students College & High
health Service
School Doctor
2 School Nurses

HAVERHILL

The Head Start program in Haverhill was sponsored and planned by the public school department with a non-public school director who regularly directs and teachers in a private nursery school. Planning for the program had been done prior to the hiring of the director.

Groups of approximately 20 children were located in five public schools, widely separated geographically. All centers operated at the same time, in the morning. The director was also the head teacher of one of the five centers. The time schedule and spatial distance seriously limited her role as a supervisor. In the planning of the program, rules servicable during the regular school year but hampering to the attainment of some of the Head Start goals were left in force. Consolidation of centers and flexible rules were needed for this program. Real effort was expended during the program to involve selected parents in the planning and setting up neighborhood councils around each center. The centers, however, did not represent a neighborhood group.

Field work was done in the center where the director was also the head teacher, assisted by an experienced nursery school teacher. The director's experience previously with families from urban slum areas and her skills in working with parents make what few contacts were made by her to parents most meaningful ones.

The established liaison between the school and the home was unlike that found in any of the other programs. Its use should be explored more fully. **The** assistant teacher in the center in the morning became the social service intern in the neighborhood in the afternoon. She visited families regularly and appeared often informally in the neighborhoods where the children lived. (Busses were used for transporting the children. Few parents had the usual daily contact of bringing and taking children found in so many of the programs.)

The joining together of the teacher role and social service limits the number of people that parents had to react to and assures the interpretation of the educational, health and social service aspects of the program. At each center one meeting for parents early in the program had clearly set forth the goals of the program as to teach parents; show them by demonstration that teachers are human, that they as teachers care about children and families; that children can have a good time in school. The role of the parent was mainly that of a learner. The learning, however, was of the simple face to face type, a highly individualized learning through the parent-social service intern relationship. No meetings brought together all of the centers and no lectures were planned. Although individual parents were welcomed to visit the center, at the time that field work was done, none had availed themselves of this privilege. All of the parents that were interviewed had attended the opening meeting. The time and day chosen took into consideration the free time of fathers. Several came.

The two roles joined here in one person made a "full time" job. The youth of these workers, perhaps contributed a large part of their ability to handle such a job. Unfortunately there was, as might be expected, some confusion in defining the integrating role -- were they teachers first or social service workers first? There was a Head Social Service worker to supervise the interns and coordinate the effort.

The aims in this program were many and quite ideal but insufficient time and inadequate flexibility hampered their realization.

10038

NORTHAMPTON

The community action agency in Northampton was not completely formed when Project Head Start was initiated. The School Department therefore took full responsibility for the program. When the initial planner became involved in his regular service school assignments, the present director was childen.

The initial plans were quite different from the final ones in these major respects; a change from two centers and a hot meal to four centers and snacks, from no transportation to donated transportation. The changes and reasons for these were not explained to the parents.

The facilities that were visited were on extreme ends of a continuum; one was a new school with most attractive kindergarten rooms, the other, the basement of an old library building.

The program functioned with a minimal demand on parents and with minimal contacts with parents. Public school personnel were not released for the Head Start training program in Rochester, New York, where many workers for the first time became aware of the need for involving parents. The Head Start personnel who did attend were nursery school people, already exposed to this approach, and assistants who did not have policy influencing powers.

No Head Start parents worked in the classroom; but junior aides from 8 to 12 years of age, some of them older siblings to Head Start children, helped the teacher.

Funds for involving parents as workers in the program were being returned as only two had been hired - one, a father, worked writing up difficult cases, and one, a mother, helped with transportation. The research worker was not sure that these were Head Start parents.

Insufficient social service skills, but not desire, hampered the inclusion on a larger percentage of Puerto Rican families in the program.

There was limited communication among the staff members in each center and between centers, and between the workers in the program and the parents. Many of the families had had older children who had attended school in the center. Several of the children would be attending school there in the fall. The parents who were interviewed seemed anxious to have a closer, more meaningful relationship with the program. The potential for good work within Northampton was great, and should be realized.

10040

PLYMOUTH-CARVER

The Head Start Program was a joint activity involving two communities. In so far as it was under the sponsorship of the public school, this represented a customary type of joint activity for communities that already shared the services of a school superintendent.

The program did not quite realize its goal; the involvement of parents was best at the Carver center. The director was aware of certain lacks in personnel that his most conscientious efforts could not overcome. According to him,

Head Start should have:

1. Trained social worker for family counselling
2. Psychologist, clinical, to work with child
3. Neighborhood workers, preferably neighborhood people with some social service training.

The program also needed to have smaller group meetings in a neighborhood area.

One of the outstanding achievement of this program was the increased cooperation between the two towns. The "town fathers" of Plymouth allowed Head Start groups to use the beach without charge. This meant that Carver residents in the program also used the beach without charge. This had never been done before.

Although some progress was made in learning how to work with families who do not readily approach the school, the director felt that there were many children and parents who really needed help that did not accept the program or participate in it this past summer. There is also lacking an organized group into which those parents now enthusiastic about schooling because of the Head Start experience can join

ANALYSIS OF DIRECTORS INTERVIEWS

An analysis of the interviews with directors of the programs shows that the major channels of communication that were used to inform the larger community about Head Start and what it had to offer were the schools (usually public) public agencies (usually public welfare) and the newspapers, often the local neighborhood type). There was minimal use of neighborhood groups or associations. Where these were used, it was usually in a program with a functioning Community Action Agency.

The form that this communication took was mainly of a face to face, direct type, directly addressed letters, or newspaper reports. The quality of the newspaper reporting varied. Much of it labelled and dealt unsympathetically with the problems of the poor. Such reporting put a stigma on the program. To overcome this, person to person contacts became most important. It was as though contacts with prestigeful people gave prestige to the experience and made acceptance of and participation in the program possible for amny parents. Most of the approaches were of a personal or semi-personal nature. One program, even on its fliers addressed the message to "You and your Child".

The major sources for lists of children eligible for the program came from school registration and public welfare lists. The use of so much printed material for communication relects certain assumptions about the literacy of the population to be reached that may not be actually supported. The person to person contacts counteracted this tendency to a certain extent.

In nine of the programs, the parents were involved in the preplanning for Head Start. The numbers were limited; the quality and type of involvement varied from just attendance at the meeting with very little understanding of the role to be filled to active recruiting of families for planning programs, making or collecting materials for the centers. In most of the programs no parents had a role in the pre-planning phase.

Only about a third of the directors had had the initial responsibility for setting up of program involving parents of head start children. As the programs were established, more of this responsibility was given to or assumed by the directors. Where a director had no or little responsibility, it might be because the program had no privisions for the involvement of parents, or it might be that this responsibility belonged more or less exclusively to someone else. This later situation was found mainly in large programs that had an extensive social services component, with social service supervisors, aides and interns.

The responsibility for the hiring of Head Start personnel to work in the program was rarely given to the director. The director did have more control over the selection of the Head Start parents who were to work as volunteers in the program and perhaps some of those who worked as paid workers.

The involvement of parents on trips depended on the desire of the administrators to have them, the availibility of parents, and the type of transportation available. Often there was not room for the parents.

SOCIAL SERVICES

Social Services were not clearly defined within Project Head Start. Some programs had specific persons carrying the title of social service worker, supervisor of social services, social service intern, case or neighborhood aide. Few of these had professional degress in Social work. Some were students enrolled in a school of social work. Some were school adjustment counsellors, some college graduates, some undergraduates, some neighborhood parents, some Head Start parents. Some were paid; some were volunteers.

Their integration into the Head Start Program varied. Some were attached mainly to the school; some served as liaison between home and school or between school and home; some were attached mainly to the home.

Social services were rendered by nurses and teachers who did not carry the label but who did make home visits and serve family needs.

Parents were very much involved in social service work as paid workers in, for example, Boston and Cambridge. Both of these programs emphasized the development of indigeneous leadership within the neighborhood. A social service supervisor put it this way:

> It's not my neighborhood. I will pull out the leave. It belongs to NA's. They work directly with families and teachers. I work with them.

Haverhill joined the role of teacher and social service intern. The directors in two of the programs in the sample were professional social workers, very active in the field.

Fourteen of the twenty programs in the sample had designated social service workers. At least one such worker was interviewed in each of these programs. Nine of these programs were community action programs. Since these workers had such various functions and generalizations about them are hard to make, the social service aspects are discussed in terms of the centers in which field work was done.

ANALYSIS OF PARENTS' INTERVIEWS

The users of Head Start were ambivalent. The overall picture of poorness and deprivation that had been projected by the literature publicizing the program had to he weighted against the good offerings of the program. In general, the parents knew very little about the program. Few parents had expectations for a well--rounded whole program. Most of the expectations were only for the educational aspects of the program. In general, they did not have clear expectations. For those who had expectations, once their children were in the program, they found that the program had more to offer than they had expected but of a different quality. The child development emphasis of the program was quite new to most of them. For some, the program had more of what they had expected. Most of the programs, even with a minimal child development emphasis, failed to meet the parents' expectations for more formal education.

Because of the stigma attached to the program, person to person contacts became most important. Contacts with prestige people gave prestige to their experience. It made the recipients feel their worth and no loss of status by accepting the program.

The following tables represent the dominant coded response by program of the non-working moth to selected questions from the interview schedule. The codes for these questions are in Appendix C.

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COMMUNITY ACTION PROGRAMS

Information

	BOSTON	BROCKTON	CAMBRIDGE	FALL RIVER	FITCHBURG
Source of Information	Private agency	School	Private Agency School	Public agency	Public Agency/ school
Form	Face to Face	Flier	Face to Face	Directly addressed letter/ public agency	Face to Face
Type	Personal	Semi-impersonal	Personal	Personal/semi-personal/impersonal	Personal
Knowledge before enrollment	Nothing	Something	A lot (3) Something very little	Nothing/very little	Nothing
Area of expectations	Skills	Skills, personal, social discipline	Skills, personal, social	Personal, social	Skills
Object of Expectations	Child	Child	Child	Child	Child
Time evaluation of expectation	Future/ present	Present/ future	Present/ future	Present	Future

Evaluation

	BOSTON	BROCKTON	CAMBRIDGE	FALL RIVER	FITCHBURG
Area	G. Ex. G.	Ex. Ex.	F. Ex. G.	Excellent	V. Good
Equipment	G. VG. G.	Ex. Ex.	F. - G.	Excellent	Good
Playground	F. G. G.	Ex. Ex.	F. F. F.	V. Good	Fair
Staff	Ex. Ex. VG.	NA Ex.	Ex. G. Ex.	Excellent	V. Good
Menu	G. G. G.	G. Ex.	VG. G. Ex.	V. Good	Good
Schedule	G. G. VG.	NA Ex.	G. G. G.	Good	Good

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COMMUNITY ACTION PROGRAMS
(continued)

Information

NEW BEDFORD	NORTH BERKSHIRE	PITTSFIELD	QUINCY	SOMERVILLE	WORCESTER
Public Agency/ School	Neighbor	Newspaper Public Agency	School	Newspaper	School
Face to Face	Face to Face	Newspaper/face to face	Generally distributed flier	Newspaper	Face to face
Personal	Personal	Personal/semi-impersonal	Impersonal	Impersonal	Semi-personal
Something	Something	Very little	Very Little	Something	A lot/ nothing
Skills	Dicipline	Personal social	Skills	Skills	Skills/personal, social dicipline
Child	Child	Child	Child	Child (both parents)	Child
Future	Present	Present	Future	Future	Future

Evaluation

NEW BEDFORD		NORTH BERKSHIRE		PITTSFIELD	QUINCY		SOMERVILLE		WORCESTER	
Ex.	Ex.	Ex.	F.	V. Good	G.	G.	F.	Ex.	Ex.	Ex.
Ex.	Ex.	G.	G.	V. Good	G.	Ex.	F.	Ex.	Ex.	Ex.
G.	P.	G.	F.	Good	G.	G.	F.	F.	G.	Ex.
G.	Ex.	G.	Ex.	Excellent	VG.	VG.	Ex.	Ex.	G.	G.
Ex.	NA	VG.	Ex.	Good	G.	G.	G.	Ex.	F.	G.
Ex.	NA	G.	G.	Good	G.	VG.	Ex.	G.	G.	VG.

10048

	PRIVATE AGENCY	TOWN/CITY PROGRAM				
Information	SPRINGFIELD	LAWRENCE		LOWELL		WEBSTER/OXFORD DUDLEY
Source of Information	Private Agency	Newspaper/ Public Agency		School		Private Agency
Form	Face to Face	Newspaper/flier		Face to Face		Face to Face
Type	Personal	Semi-personal impersonal		Personal		Personal
Knowledge before enrollment	Something & Very little	Range (2 a lot)		Nothing		Something
Area of expectations	Personal/ social relations	Personal social/ child care		Skills Personal/social		Skills Personal/social
Object of Expectations	Child	Child both(child & parent)		Child		Child
Time evaluation of expectation	Present	Present		Present		Present
Evaluation						
Area	Excellent	V. Good	V. Good	V. Good	Excellent	Good
Equipment	Excellent	Fair	V. Good	V. Good	V. Good	Good
Playground	Excellent	Good	Good	Fair	Good	Fair
Staff	Excellent	Excellent	Excellent	Excellent	Excellent	V.Good
Menu	V. Good	V. Good	Good	Good	V. Good	V.Good
Schedule	V. Good	V. Good	Good	V. Good	Good	Good

10049

PUBLIC SCHOOL PROGRAMS

Information

	CHELSEA	DRACUT	HAVERHILL	NORTHAMPTON	PLYMOUTH-CARVER
Source of Information	School	School	School	Variety	Variety
Form	Radio Face to face	Variety	Directly addressed letter	Face to face	Face to face
Type	Semi & Impersonal	Personal & Semi-Personal	Semi-Personal	Personal	Personal
Knowledge before enrollment	Nothing	Little	Nothing	Nothing	Little
Area of expectations	Skills	Skills/personal-social	Skills & Per.-social	Skills	Skills
Object of Expectations	Child	Child	Child	Child	Child
Time evaluation of expectation	Future	Present	Present/ Future	Present	Future
Evaluation					
Area	Good	Good	Good	Excellent	Excellent
Equipment	V.Good	Good	Excellent	Excellent	Excellent
Playground	Poor	Excellent	Poor	Good	Excellent
Staff	Excellent	Excellent	V. Good	Excellent	Excellent
Menu	Good	Good	Good	Good	Excellent
Schedule	Good	Good	Excellent	Excellent	Excellent

WORKING PARENTS PAID

Eleven of the programs in the sample had Head Start parents as did workers. Seven of these programs were the community action type. The chances for a parent to become involved as a participant were much greater in the community action type of program. Twenty-two of these working parents were interviewed. All of them were mothers. Nineteen of these were working in the centers as either assistants to the teacher, classroom aides or roommothers. Three were working in the community as neighborhood or case aides.

The one "trainee" was receiving extensive preparation for the role she was expected to assume in the on going program, assistant teacher. Six of the others had had preparation before the job started. Twelve had only "on the spot" of in-service training. The following comments come from three of these interviews.

> No--not more than my own experience. Staff meetings? Well, just talk, tell as there'll be tests--how kids progressing.

> Orientation for this job was held at the Harrington School, where she observed children in a Nursery School setting. This was for three or four days. There have been staff meetings once a week and once every two weeks for case workers at the Family Society. There is to be an all day evaluation meeting on the last day of Head Start.

> Gone to everything they've had. Workers: every Tuesday we go to the Oliver School and the director and the social worker talk to us. The director does all that directors are supposed to discuss, ask questions. Tells us when we have to test, etc. We get pay too. All the teachers go: assistants, aides, all go.

Two of these working parents had helped in the pre-planning of Head Start for the entire community; three had helped in the planning for their own center.

All of the mothers were pleased to be involved actively in the program.

SUMMARY, CONCLUSIONS

Project Head Start was created by the Federal government and financed mainly by Federal funds. It was accepted by the state and functioned on a local level throughout the Commonwealth. Programs were established in all communities where previous studies had identified either a high unemployment rate, high poverty level of income, or deteriorated and delapidated housing. Other communities not so readily identified as needy, established programs to serve their local pockets of poverty. Several of these were communities in which no school experience prior to first grade is available. The communities furnished 10% of the cost of the program.

Communities are political entities, geographically based with a network of established relationships. In the process of establishment and maintenance, a community develops institutions to serve the various needs of its members. These institutions, over time, have often become highly specialized and even isolated. In the plan for the War on Poverty, community action agencies, drawing from all of the many institutions, were to be set up. These agencies would be balancing forces to allow for the changes necessary to meet the needs of the poor. This approach may be viewed as a social change process.

In such a theoretical framework, the larger community is conceived as being made up of a structure of power including economic, social and political facets. These, in a narrower sense, may be identified as business, education and government. The three are expressed in varying degrees in institutions that may be identified for the present study as business firms, churches, public and private health, public and private welfaire, elementary and secondary education, college and university higher education. All of these in varying degrees impinge on the local neighborhood, the primary group (family) and the child. Changes that occur may be interpreted in various spheres, such as cultural, social, biological and psychological.

Schematically presented, it would appear this way:

ORGANIZATIONAL COMPONENTS OF THE SOCIAL CHANGE PROCESS

Larger Community
(Economic-Social-Political Power Structure)

Business, Education, Government

Business	Churches	Health (Public & Private)	Education (Elementary, Secondary)	Welfare (Public & Private)	Higher Education (College and University)

Local Neighborhood

Primary Group
(Family)

Child

Cultural Social Biological Psychological

SPHERES

The family is the substructure that provides certain of the possibilities as well as the limitations of the child's day to day existence within the home and the community. The parents are the agents who communicate consciously and unconsciously the crucial normative behavior and forms of social expectations early in the life of the child.

Project Head Start, as one change agent, was to be added to the established network of relationships in a community. In so far as Head Start was expected to draw heavily from the **areas** of health, education and welfare, it was expected to intermesh, in each community, especially with these patterns of relationships.

The manifest object to be changed by Head Start was the preschool age child ready to enter kindergarten or first grade in the fall, if he came from a culturally disadvantaged family or lived in a culturally disadvantaged area. Also to be changed were the parents of such a child and other indigenous persons who also became involved in this aspect of the War on Poverty. This change was to be accomplished in a way and manner deemed suitable by each community that operated the Head Start program.

The institution in most communities with a long established relationship to groups of children is the school, especially the public school. It is not surprising that a crash program without funds or time for building new facilities with education as one of its components, would turn readily to the use of public schools, unoccupied during the summer months and to the staffs of such schools, freed for the summer from regular teaching responsibilities.

The use of public schools during the summer weeks was an expedient act for most communities. It did, however, give rise to some problems. Decisions had to be made in terms of which schools were to be used. The well documented fact that the older, less adequate schools were more likely than not to be found in the poverty ridden neighborhoods posed real problems for the location of centers. To move children to more adequate facilities usually meant coping with transportation problems. Unless this had been part of an initial forethought, transportation costs were not likely to have been Budgeted. Anticipated volunteer transportation had not been sufficiently investigated in terms of insurance coverage. To keep them in the less adequate buildings limited the offering of programs.

Moving them to more adequate facilities might arouse opposition if new schools were considered as belonging to the neighborhood and not to all parts of the city.

Moving them to more adequate facilities with transportation furnished for the children still hampered daily contacts between home and center and made the initiation and maintenance programs more difficult.

The **usual** hours in which schools are used did not readily allow for the hours needed for an extended program such as Head Start that was concerned with the involvement of parents as well as children.

Many reasonable and serviceable rules for public school used during the regular school year were applied without question to Head Start programs. Occupation of public school buildings by Head Start disturbed the traditional patters of custodian services maintained in the summer months. This was especially so on programs where small centers were housed in numerous schools. Custodians services appear to have been included as part of the community's contribution and not to have been funded for extra time, such as opening a building for an evening meeting.

This close relationship between Head Start programs and public schools reflects three trends:

1) the major recognition of the educational aspects of the program.

2) the availability of space in public schools in the summer.

3. the availability of public school personnel in summer to staff such programs.

These last two have become major handicaps in planning an on-going year-round program. The first fails to recognize fully the complete scope of programs as child centered and involving health, education and welfare.

10057

RECOMMENDATIONS

I. Much more consultation with the potential users of the program either directly through face to face contacts, preferably, or indirectly through studies is recommended.

> The needs of the people to be served must be considered from both an external point of view, the usual one and from an internal point of view (the seldom used way).

II. A thorough examination of the hours during which Head Start programs operated is recommended to see if they met the needs of the families for whom the program was established.

The usual school hours may or may not be suitable for a Head Start Program, but by and large, they were so accepted this past summer, with perhaps a meal added at one end.

> If Head Start is viewed mainly as preparation for real school and practicing of the future time table is essential, then hours closely following those of the established public schools may be justified. This is the usual external view of the situation.
>
> But if these hours represent more the blinders of the school planners who did not consider alternatives or if they reflect the traditional schedule according to which the personnel, mainly teachers, were willing to work, they they are wide open to criticism.
>
> The needs of the poor that Head Start is meant to service as known by the recipients and those external persons truly understanding these needs as well as knowing the projected route of meaningful change must be the basis for the setting of the time schedule. It is conceivable that different centers and even different groups within a center could have differing time tables.

III. It is recommended that neighborhood public schools, whether used for centers or not, should be made available for non-professional activities, especially as these involve parents. Expecting parents to go out of the neighborhood for evening activities, especially those related to Head Start, is unrealistic.

10058

Recommendations

IV. Further exploration of Day Care Services, which join together the health education and welfare components so essential to Head Start is recommended.

> The strong educational focus of Head Start (All programs had some fully qualified teachers on the staff. The other services were often missing or staffed by inexperienced, if willing, persons) especially as it was attached to public education may not be servicable for some of the families that Head Start should serve. The proposal to include younger age children makes the consideration of Day Care Services even more imperative.

V. Effort to secure or increase the interest and participation of business concerns is recommended.

> Missing from the reports on Head Start Programs were many references that gave evidence of the involvement of the business community in these programs. The research workers did not definitely look for this so its absence may be an artifact of the study. It is possible that business was not mentioned because its presence was taken for granted or it is possible that business participated minimally or not at all. This is an area for further exploration.

VI. More provisions for the preparation of key personnel for an understanding of the needs of these children and families are recommended.

VII. More training is recommended for the non-professionals in the program, especially the indigenous workers.

> Since one of the purposes of the anti-poverty program is to give economic and thorough employment to those in need, the staffing of the centers should be planned so that a larger part of the money paid to workers accrues to those whose economic needs are major concern of the War on Poverty.
>
> Competence and leadership among those adults whom the anti-poverty program expects to serve must be developed. They need to acquire those skills and that knowledge that will make them able to serve in a teaching, health service or case work aide position. This is possible only if they are given planned orientation, training and evaluation under the supervision of technically competent professionals.

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APPENDIX A

A 1 Head Start Programs, Commonwealth of Massachusetts, Summer 1965, by region, size, applicant, and sponsor

A 2 Project Head Start Directors

10060

HEAD START PROGRAMS

COMMONWEALTH OF MASSACHUSETTS

Summer, 1965

by region, size, applicant and sponsor

KEY

* Program included in sample for field work

# Mental Health Center

Size

XL (extra large)
L (large) 300 +
M (medium) 100 - 300
S (small) 50 - 100
VS (very small) 15 - 50

Applicant and Sponsor

CAA - Community Action Agency
PS - Public School Department/School Committee
Pri.S. - Private School
PA - Private Agency
T/C - Town/City

PROGRAM	APPLICANT	SPONSOR	NO. of CENTERS	NO. of GROUPS	NO. of CHILDREN
REGION I (WEST)					
Belchertown (VS)	PS	PS	1	2	30
Chicopee (M)	PS	PS	8	10	160
Greenfield (S)	PS	PS	2	4	50
Holyoke-Chicopee-Northampton (VS)			1	2	32
*North Berkshire (M) Adams Cheshire Clarksburg N. Adams Williamstown	CAA	CAA	6	8	131
*Northampton (M)	PS	PS	4	6	122
*Pittsfield (M)	CAA	PS	3	8	120
Springfield (L)	[illegible]	[illegible]	17	39	562
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
1) School Dept.	CAA	PS	13	28	360
2) Child Guide. Ctr.	CAA	PA	3	6	102
* 3) South End Comm. Ctr.	PA	PA	1	5	100
Westfield (S)	CAA	PS	1	5	60
REGIONAL TOTALS	CAA - 5 PS - 4 PA - 1 10	CAA - 1 PS - 7 PA - 2 10	43	84	1267

10062

PROGRAM	APPLICANT	SPONSOR	NO. of CENTERS	NO. of GROUPS	NO. of CHILDREN
REGION II (CENTRAL)					
Athol (VS)	PS	PS	1	1	20
Boylston-Berlin (S)	T/C	T/C	2	3	50
Erving-New Salem (VS) "This program belongs in Region I - Change totals accordingly.	PS	PS	1	1	20
*Fitchburg (M)	CAA	CAA	5	12	175
Framingham (S)	PS	PS	5	6	90
#Framingham Mental Health Ctr. (VS)			1	2	25
Leominster (S)	PS	PS	3	3	54
Milford (S)	T/C	PS	1	3	45
#North Central Mental Health Ctr. (S)			1	4	81
*Webster, Oxford, Dudley (S)	T/C	T/C	3	4	70
Winchendon (VS)	PS	PS	1	2	25
Worcester (L)	CAA	(PS (PA	4	29	529
REGIONAL TOTALS	CAA - 2 PS - 5 T/C - 3 10	CAA - 1 PS - 6 (PS - 1 (PriS TC - 2 10	28	70	1184

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PROGRAM	APPLICANT	SPONSOR	NO. of CENTERS	NO. of GROUPS	No. of CHILDREN
REGION III (NORTHEAST)					
Bedford (S)	PS	PS	2	4	80
Danvers (VS) This program belongs in Region IV-Change totals accordingly.	CAA	CAA	1	1	15
*Dracut (VS)	PS	PS	1	1	20
*Haverhill (M)	PS	PS	5	5	98
#Gr. Lawrence Guid. Ctr., Inc. (VS)			1	3	45
*Lawrence (L)	T/C	PS	6	20	304
*Lowell (M)	T/C	T/C	5	6	120
#Northeastern Essex Mental Health Ctr.			3	6	64
Wilmington (S)	PS	PS	1	3	43
Woburn (S)	PA	PA	1	3	50
REGIONAL TOTALS	CAA - 1 PS - 4 PA - 1 T/C - 2 8	CAA - 1 PS - 5 PA - 1 T/C - 1 8	26	52	842

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PROGRAM	APPLICANT	SPONSOR	NO. of CENTERS	NO. of GROUPS	NO. of CHILDREN
REGION IV (EAST)					
Arlington (VS)	PS	PS	1	2	30
*Boston (XL)	CAA	PA	62	104	1560
#Brookline Mental Health Center			1	3	44
*Cambridge	CAA	PA	12	32	492
*Chelsea (H)	PS	PS	5	10	172
#Eastern Middlesex Mental Health Ctr.			1	2	25
Lexington	PS	PS	1	1	15
Lynn	PA	PA	1	15	200
Malden	CAA	PS	2	6	90
Medford	CAA	Pr.S	1	1	10
Newton	PS	PS	3	3	65
#North Suffolk Mental Health Ctr/			1	2	40
*Quincy	CAA	PS	5	9	137
Salem (M)	PS	PS	8	8	100
Scituate (VS)	PS	PS	1	2	36
*Somerville (L)	CAA	CAA	8	20	400
#South Shore Mental Health Ctr (M)	PA	PA	5	6	91
Stoneham (VS)	PS	PS	1	1	15
Waltham (VS)	PS	PS	1	2	40
REGIONAL TOTALS	CAA - 6 PS - 8 PA - 2 16	CAA - 1 PS 10 PA - 4 Pr.S 1 16	120	229	3562

10065

PROGRAM	APPLICANT	SPONSOR	NO. of CENTERS	NO. of GROUPS	NO. of CHILDREN
REGION V (SOUTHEAST)					
Barnstable (VS)	PS	PS	1	2	40
Bridgewater (VS)	PS	PS	1	1	19
*Brockton (M)	CAA	CAA	3	10	153
*Fall River (L)	CAA	PS	10	19	465
Falmouth (S)	PS	PS	1	4	60
Freetown (VS)	PS	PS	1	1	15
Marshfield (S)	PS	PS	1	3	45
#Martha's Vineyard Mental Health Ctr. (VS)			1	2	26
*New Bedford (L)	CAA	PS	9	25	368
*Norton (M)	CAA	CAA	1	6	100
*Plainville (VS)	PS	PS	1	3	49
*Plymouth-Carver (M)	PS	PS	4	8	127
*Taunton (M)	PS	PS	2	7	122
REGIONAL TOTALS	CAA - 4 PS - 8 12	CAA - 2 PS 10 12	36	91	1589
GRAND TOTAL FOR COMMONWEALTH	CAA - 18 PS - 29 PA - 4 Pr.S T/C 5 56	CAA - 6 PS - 38 PA - 7 Pr.S- 1 PS/Pr. 1 T/C - 3 56	253	526	8444

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PROJECT HEAD START DIRECTORS

Key

XL - extra large

L - large - 300+

M - medium - 100-300

S - small - 50-100

VS - very small - 15-50

Mental Health Centers
Dept. of Mental Health
Commonwealth of Massachusetts.

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PROJECT HEAD START DIRECTORS

REGION I - WEST

BELCHERTOWN (VS)

Mr. John Curry
Home: Lloyd Ave.
Office Phone:
323-7581
or
323-6340

CHICOPEE (M)

Mary Moylan
50 Fairview Ave.
Chicopee, Mass.
592-1458
Schools: 594-4711

GREENFIELD (S)

Dr. John Fiorino
U. of Massachusetts

Robert Casey (while director
is away)
Office: 774-4036

#HOLYOKE-CHICOPEE-NORTHAMPTON (VS)

Area Mental Health Center
303 Beach Street
Holyoke, Mass.

Coordinator: Miss Theresa Harris

NORTH BERKSHIRE (M) Adams, Cheshire, Clarksburg, North Adams and Williamstown

Mrs. Van Camp
Project Head Start
191 E. Main St.
North Adams
663-3148

NORTHAMPTON (M)

Robert Moriarty
130 Prospect St.
JU 4-1158
Head Start: 584-2560

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Region I continued.

PITTSFIELD (M)

Mrs. Robert Hunter
Tucker School
442-6402

SPRINGFIELD (L)

1) Schools
   Mrs. Weiner, Director
   733-2132

2) Child Guidance Clinic
   Dr. Green
   732-7419

3) South End Community Center
   788-6173
   At Camp Seco:
   Mr. Triggs, Director
   732-8601

WESTFIELD (S)

Donald O'Connor
91 Orange Street
LO 2-9580
Office: 568-1971

ERVING (VS) Also: **New Salem**

Clifford Fournier
Erving Center School
Home: Eddy St.
Orange, Mass.
544-3691

REGION II - CENTRAL

ATHOL (VS)

Mr. Mahlon Farman
Memorial Building
Main Street
249-9522

BOYLSTON (S)

Mr. William Owen
Erwin Memorial School
838-2417

FITCHBURG (M)

Miss Phyllis Lyonnais
Goodrich School
345-5380

FRAMINGHAM (S)

1) Mr. Arthur G. Chases
   Lincoln Jr. High School
   872-1221
   home: 12 Essex Street
   Framingham
   872-0628

2) Framingham Mental Health Center (VS)
   88 Lincoln Street
   Dr. Norman Cohen
   872-6571

LEOMINSTER (S)

Mr. M. Moran, Supt. of Schools
24 Church St.
534-6763

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Region II continued

MILFORD (S)

Mr. Anthony Bibbo
Memorial School
Walnut Street
473-7700

#NORTH CENTRAL MENTAL HEALTH CENTER (s)

Nichols Road
Fitchburg
Dr. Jacob Walterbeek
Mr. Thomas McDonald
DI 2-4894

WEBSTER (S) Also: Oxford, Dudley (s)

Mr. Vincent Palermo
Joslin School
Oxford
987-8982

Webster:
Filmer School
943-2218

Dudley:
Elementary Schoool
943-0752

WINCHENDON (VS)

Mr. Loring Stevenson
Marvin School
297-2267
home: High Street
297-0727

* WORCESTER (L)

Miss Dorothy Davis
Wawecus Road School
PL 7-2654
Clark School: PL 4-5751

REGION III - NORTHEAST

BEDFORD (S)

Mr. Ado Commito
Ass't. Supt. of Schools
275-7588

DRACUT (VS)

Mr. Edwin Mason
136 Sladen
Dracut
453-6416
Head Start: 454-0721

HAVERHILL (M)

Mrs. Pinkham
mornings: Winter St. School
374-4941
afternoons: 351 South Main Street
372-7726

GREATER LAWRENCE GUIDANCE CENTER, INC. (VS)

217 Hampshire Street
Lawrence, Mass.
Mrs. Anna Vargus
683-3128

LAWRENCE (L)

Miss Minehan
Oliver School
317 Haverhill Street
Lawrence
H.S.Hdqtrs.: 686-3611

Region III - continued

LOWELL (M)

Margaret Joy
119 Hall Street
Lowell Day Nursery
455-5981

#NORTHEASTERN ESSEX MENTAL HEALTH CENTER (s)

112 Emerson St.
Haverhill, Mass.
Mr. William Vargus
Mr. P. Emiro
DI 4-9309

WILMINGTON (s)

Br. Harold Driscoll
Wilmington High School
Church St., Wilmington
658-4463

WOBURN (s)

Father McDonough
St. Charles Rectory
280 Main Street
933-0300

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REGION IV - EAST

ARLINGTON (vs)

Howard Donalds
23 Maple Street
646-1000

BOSTON (XL)

Director:
Mrs. Rheable Edwards
A.B.C.D.
742-4210

Field Coordinators:

1) Miss Nancy Despres
   Tremont St. Methodist Church
   740 Tremont St.
   CO 6-6533

2) Mrs. Martha Wighton
   Freedom House
   14 Crawford St., Roxbury
   445-4720

3) Mrs. Helen Cotter
   East Boston Social Center
   68 Central Square
   569-3221

4) Mrs. Mary Wright
   39 North Bennett St.
   CA 7-9155
   or
   Jamaica Plain Neighborhood House
   276 Amory St.
   JA 4-3630

5) Mrs. Ellen Sullivan
   United South End Settlements
   277 Sherman Ave.
   426-6660

6) Mrs. Dorothy Parks
   Shaw House
   Roxbury
   265-2662

#BROOKLINE

Brookline Mental Health Ctr. (vs)
43 Garrison Road
Dr. H. Hoffman
Dr. M. Schlank
AS 7-8107

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Region IV continued.

CAMBRIDGE (L)

Mr. Costa Leodas
Educational Services, Inc.
108 Water St.
Watertown
926-0600
or
Harvard University
UN 8-7600 ext. 2511

CHELSEA (M)
John Ridge
Shurtleff Jr. High School
884-3241

LEXINGTON (M)
Hilda Maxfield (July)
Lester Goodridge (Aug.)
Parker School
Bedford St.
872-7500, Ext. 295

LYNN(M)
Mr. John Donovan
W.P. Connerey Elementary School
Elm Street
592-3580

MALDEN
Mr. Francis Walsh (S)
Daniel School
324-8000 Ext. 291
home: 113 High Street
DU 9-1870

#EASTERN MIDDLESEX MENTAL HEALTH CENTER (VS)
8 Harnden Street
Reading
Dr. Cloutier
Mr. B. Ciampa
944-1892

ALSO: STONEHAM

MEDFORD (VS)
Miss Miriam Lasher
Childrens School
Tufts University
776-2100

Region IV continued.

NEWTON (s)

Mr. Donald Welch
Div. of Instruction
Newton Public Schools
88 Chestnut St.
West Newton
WO 9-9810 Ext. 288

#NORTH SUFFOLK MENTAL HEALTH CENTER (s)

79 Paris Street
East Boston
Drs. Cohen
Gray
Pietropoulo
569-3189

QUINCY (M)
Dr. Berry, Gilbert W.
Dr. Osterman
Snug Harbor School
Houghsneck, Quincy
PR 3-4131

SALEM (#)

Janice Hurowitz
Phillips School
744-4659

SCITUATE ([illegible])

Mr. Leo King
Office: 545-3300
Home: 351 Country Way
Scituate

SOMERVILLE (L)

Mr. Irwin Escott
Pope School
776-0152

#SOUTH SHORE MENTAL HEALTH CENTER (s)

1120 Hancock St., Quincy
Mr. Saul Cooper
Mrs. J. Rosenson
GR 9-5740

REGION IV continued.

STONEHAM (VS)

Daniel H. Hogan, Jr.
375 Main Street
438-0601

WALTHAM (VS)

Mrs. Soulnier
49 Bennett Street
893-4320

DANVERS (VS)

Miss Dorothy Baggan
Director O.E.O.
Welfare Dept.
774-1267

REGION V - SOUTHEAST

BARNSTABLE (VS)

Mr. Paul Bresnaham
Hyannis Elementary School
Bearses Way
Hyannis

BRIDGEWATER (VS)

Mr. Cooke
William Middle School
697-6968

BROCKTON (M)

Robert Casey
Lincoln School
Paine School - 58800351
or
Dr. Mentzer
V.A. Hospital
583-4500

FALL RIVER (L)

Mrs. Rhea Barney
home: 960 County Road
West Barringtoh, R.I.
433-0746
Office: 678-4571, Ext. 271

FALMOUTH (S)

John Oser
548-1550
home: 2 Shady Lane, Hatchville

FREETOWN (VS)

Harry Ryder
RO 3-2490
home: E. Howland Road
763-2191

Region V continued

MARSHFIELD (S)

Wayne Thomas
home: School St.
and
Frederick Hubbard
home: South River St.

H.S. held at:
South River School
TE 4-6518

#MARTHA'S VINEYARD MENTAL HEALTH CENTER (VS)

P.O. Box 634
Edgartown
Dr. Milton Mazer
Edgartown 878

NEW BEDFORD (L)

Dr. Florence Mahon
home: 371 W. Clinton St.
WY 2-5331
H.S.: Cook School
997-4511

NORTON (M)

Mrs. Marjorie Hill Ford
48 Main St.
285-4504
or
Wheaton College: 285-7722

PLAINVILLE (VS)

Mr. Green, Director

Acting director:
Mr. Andrews
Plainville Elementary School
200 South Street
MY 5-6571

PLYMOUTH (M)

George Hesse
Intermediate School
746-1906
home: Bayshore Dr., R.F.D. 1

TAUNTON (M)

Anna E. Shaff, Director
824-8624
Cohannet School

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WHEELOCK COLLEGE

HEAD START ORIENTATION

June, 1965

To: Principal Officers of Head Start Programs

From: Henry Haskell, Dean of Teacher Education
Wheelock College
Coordinator of Head Start Orientation Program

Dear Colleague:

In order to make the orientation program for Head Start directors and teachers as meaningful as possible, please send us as soon as possible the following information about each director and teacher, who will be coming to us for orientation.

1. Provide us with names and addresses of each person to be given orientation at Wheelock College, and indicate whether they are to be directors or teachers in the Child Development Centers.
2. What teaching experience, and with what age or grade level, has each teacher or director had?
3. What experience, if any, has each trainee had with children or parents from the poverty group ?
4. Will the children in your Child Development Centers be entering kindergarten or grade I in the fall?
5. What is the age range you expect to have in your CDCs?
6. What size groups will your teachers be dealing with?
7. Who, besides the teachers, will be included in the staffs of the CDCs?

Thank you for providing us with this important information.

Return to: Henry S. Haskell
39 Pilgrim Road
Boston, Mass. 02215

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WHEELOCK COLLEGE

HEAD START ORIENTATION PROGRAM

June 1965

Dear Colleague:

We are delighted that you have decided to work in a Child Development Center as part of project Head Start, and that you will be coming to Wheelock College for the orientation program. We trust this will give you a "head start" for your very important work with children.

We have a program involving skilled and experienced people from the fields of pediatrics, social work, psychiatry, and early childhood programs with economically deprived children which we think will be exciting and worthwhile. Above all, you will have many opportunities to discuss the problems which are of greatest interest and concern to you with our staff.

Some of the mechanics which you need to know are as follows:

Your orientation program will begin at 8:30 a.m., Monday, June______, and will end at noon the following Saturday.

If you live beyond commutation distance of the college, you may live in our college dormitories. In addition to the salary which you will be paid during orientation, (if your Head Start application allowed for this), you will receive $16.00 per day from the Office of Economic Opportunity towards your expenses. If you wish to stay in our dormitories, please fill in and return the enclosed application by ________________. The fee for the residence accomodations, including meals, will be $50.00, $25.00 of which must accompany this application, the rest being payable the day you arrive for the orientation program. The College will provide your linen, but you will need to bring blankets and other necessities.

There will be no other fees for you to pay connected with this program.

If you are within commuting distance, and so not eligible for reimbursement on a per diem basis, you may elect to eat lunches in our dining room, Monday through Friday at a fee of $5.00. The Office of Economic Opportunity has made no provision for reimbursement of travel or other expenses for commuters.

If you have any questions, please call me at: 734-5200, Ext. 50.

And welcome to Wheelock College.

Sincerely,

Henry S. Haskell
Dean of Teacher Education
Coordinator of Head Start Orientation

HSH/w

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WHEELOCK COLLEGE
200 The Riverway
Boston, Massachusetts

August 26, 1965

Dear Friend:

Many people who were in our orientation program in June thought it would be wonderful, to have a chance to come back early in September to discuss their summer Head Start experiences with each other. We think this is a wonderful idea, and would give us a much better understanding of what went on during Head Start, and whether or not our orientation program proved useful to you than we could get in any other way. Besides which, we would very much like to see you again, as we feel that we and our staff made many worth-while friendships we would like to resume and continue.

We want to invite you, therefore, to return to Wheelock College on Saturday, September 11th, at 9:30 a.m. We will break up into our original groups, so we won't have too many people together at once, and you will really have a chance to talk with each other and us.

We hope you have had a wonderful experience with Head Start, and look forward to seeing you September 11th. Our reunion will end at noon, or as soon after that as you can tear yourself away.

Very cordially,

Henry Haskell
Alice Keliher, Coordinators

Head Start Orientation #2

Tuesday	2:45 - 3:00	Orientation to ESI experimental Head Start Room with leaders
	3:00 - 5:00	Trip to E. S. I.
Wednesday	8:30 - 9:45	Working with Economically deprived Children - Mrs. Mitchell and Mrs. Lew
	9:45 - 10:45	Mrs. Mitchell with Group I Mrs. Lew with Group II
	10:45 - 11:00	Coffee break
	11:00 - 12:00	Mrs. Mitchell with Group II Mrs. Lew with Group I
	12:00 - 1:00	Lunch
	1:00 - 3:00	Workshop with art materials - Group I with leader Discussion of E S I materials and general curriculum planning, including children's books - Group II
	3:00 - 3:15	Coffee break
	3:15 - 5:00	Reverse of above Art Workshop - Group II Assignment: Draw up daily, weekly programs own Child Development Center
Thursday	8:30 - 9:30	Medical problems of the Economically Disadvantaged - Dr. Worth
	9:30 - 10:45	Dr. Berg with Group I Dr. Kiersley with Group II
	10:45 - 11:00	Coffee break
	11:00 - 12:00	Dr. Berg with Group II Dr. Kiersley with Group I
	12:00 - 1:00	Lunch
	1:00 - 2:00	Working with Economically Disadvantaged Families in Preventive and Corrective Health Problems, including Nutrition - Helen Cohn
	2:00 - 3:15	Discussions with medical people
	3:15 - 3:30	Coffee break
	3:30 - 4:30	Discussions with medical people
Friday	9:00 - 10:00	Discussions with group leaders: Normal Problems of 4 and 5-year olds
	10:00 --10:55	Mental Health Problems of the Disadvantaged Child - Dr. Sanders
	10:55 - 11:10	Coffee break
	11:10 - 11:50	Dr. Sanders with Group I Group II with own leaders - pamphlets, bulletins
	11:50 - 12:30	Dr. Sanders with Group II Group I with own leaders - pamphlets, bulletins
	12:30 - 1:00	Lunch

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PROJECT HEADSTART IN CAMBRIDGE, MASS.

ORIENTATION AND PREPARATION PROGRAM; June 28 - July 2, 1965

LOCATION: THE HARRINGTON SCHOOL - On Cambridge Street at Willow Street

MONDAY

8:30 - 9:00 Pick up name tag.

9:00 - 10:00 Opening Remarks: John Moot, Chairman, Cambridge Economic Opportunity Committee

Stanley Ganz, Chairman of Pre-School Task Force

Edward Conley, Asst. Supt. of Schools

Costa Leodas, Director of Project Headstart in Cambridge

10:00 - 10:30 Coffee

10:30 - 12:00 Miss Isabel Pifer
Miss Elsa Baldwin
Miss Sandy Haughton

The Settlement House in Cambridge, The People It Serves, The Program For Children - An Example

12:00 - 1:30 Lunch (Each participant will bring his/her own)

Teachers Only 1:30 - 4:00 Curriculum Materials: Some new bits and pieces for Pre-School Children

Marion Walter
Anthony Kallett
William Hull
Phyllis Singer

All staff members of the Elementary Science Study, Educational Services, Inc.

Emily Romney, Music for the Pre-School

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Monday Cont:

Case Aides Only 1:30 - 3:00 Meeting of the Case Aides: Their Role in Headstart

Mrs. Grossman, Family Service Society

TUESDAY

9:00 - 11:00 Mrs. Louise C. Keller, Director
Anne L. Page Memorial School
Lecturer in Education
Wellesley College

Color Slides of Preschool and Kindergarten learning experiences.

Discussion following.

11:15 - 12:15 Mary Luft

Art Workshop

Lunch

1:30 - 4:30 Dr. Sarah Curwood
Consultant for the Massachusetts Commission on Children and Youth

Discussion groups to follow Dr. Curwood's

WEDNESDAY

Morning - Setting up classrooms in the centers.

1:30 - 4:30 Observation of a live pre-school class at Boston University, School of Education.

The Teacher: Harold Woodword
The Children: 15 boys and girls from
Cambridge Neighborhood House

Discussion to follow observations.

Directions: School of Education, Boston Univ.
11th Floor

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THURSDAY

Morning - Setting up classrooms in the centers.

1:30 - 2:45 Where Are We in Getting Ready for the Children?

Rosemary Hutchinson
Costa Leodas

3:00 - 4:30 Early Childhood Education

Dr. Evelyn G. Pitcher, Chairman
Eliot-Pearson Department of Child Study
Tufts University

FRIDAY

9:00 - 10:00 General Meeting of All Headstart Staff

10:00 - 2:00 with lunch break The Teacher, The Social Workers, The Psychologist - All Working for and with Children and Parents.

Dr. Marion Sanders and the staff
people from Child Guidance Center
and Family Aid Society

2:00 - 4:00 (To be determined later.)

PROJECT HEAD START

Training Program for Teacher's Aids and Neighborhood Aids

Women's Educational and Industrial Union
264 Boylston Street, Boston

Ruth Sherwood, Director
Telephone: 536-5651 Ext. 50

MONDAY, JUNE 28, 1965

Subject: Orientation for all Teacher's Aids and Neighborhood Aids
Speaker: Mr. Noel Day
Time: 1:30-3:30
Place: Women's Educational and Industrial Union
264 Boylston Street (Arlington Street MTA stop)
Boston, Massachusetts

TUESDAY, JUNE 29 THRU FRIDAY, JULY 3, 1965

SECTION CLASSES

Instructors: Special Consultants
Time: 1:30-3:30
Place: Three locations as indicated

Aids from:	Chinatown South End Brighton Columbia Point South Boston	**Classes at:**	Women's Educational and Industrial Union 264 Boylston Street Boston (2 classes)
Aids from:	Charlestown East Boston North End	**Classes at:**	North Bennet Street Industrial School 39 North Bennet Street North End (2 classes)
Aids from:	Jamaica Plain Parker Hill-Fenway Roxbury North Dorchester	**Classes at:**	Norfolk House John Eliot Square Roxbury (4 classes)

RUNNING NOTES OF COMMENTS

Training Group Meeting, September 12, 1965 - Wheelock College

Dean Haskell, Dr. Kelliher and staff. PARENTAL INVOLVEMENT 30 people.

QUINCY

Two formal meetings. One at the end of the fourth week and one two days before the end of school for their evaluation. Parents objected to questionaires. Two parents, one the mother of twins, on the 12th day of August she pulled her children out of the program. She said that she had been interviewed already and answered those questions. The pink, green and white ones had been filled out at school.

Mothers also come during the class period and sat and watched. Some were delegated to help in the lunch program.

Teacher had the mother with the child out side of school to collect leaves and make a leaf book. In the beginning mothers came and cut out felt shapes to be used in the program. (See. Turner's interview) but this activity was not picked up and developed into a sewing or art group.

Mothers came at first, but by the end, very few came.

Parents were used early in the program to cut out certain felt shapes. This never developed into an on going activity for the parents. The teacher (the one reporting) encouraged mothers to make a book of leaf prints or a collection of leaves with their children. This was something to do outside of the class room.

BRIDGEWATER

There were two meetings. Mr. Cook talked to the first. Mr. Graves spoke at end of the year, very few. Few came even for fun. Meetings were too far away from their level. The informal ones were better than the lectures.

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LEOMINSTER

There were three centers. Every other week there was a regular hourly meeting by parents. The program used Girl Scouts as volunteers. There was one evening meeting held with the Social worker and a speaker came. Only mothers came to this meeting. There was no craft program for mothers.

WORCESTER

Involving parents was the most difficult part of the program, especially because we were busing the children outside of their neighborhoods.

Parent visitation Day: bussed the parents. Talked to the group, had coffee, visited class room, conversation with teachers. We were swamped with parents. Some had 100% attendance. They liked being able to go right into the class room and having the material explained.

The YWCA ran a Head Start Mothers' Program. It worked out very well for those mothers who went. They have now organized themselves into a Head Start Mothers Club. This has been written up as a project to be continued. It had value for the mothers to get out of the home and meet with other parents. The Y brochure listed the different aspects of their program that were available to mothers. Without this special invitation, most of these mothers would not have considered going to the Y. It had been identified as "not for them". THIS Y PROGRAM DID NOT INVOLVE THE HEAD START TEACHERS. WOULD THE TEACHER DIRECTOR HAVE INITIATED THIS KIND OF ACTIVITY? WOULD SHE HAVE HAD TIME FOR IT? There was cooperation with Youth Guidance. Parents sat at tables with a group leader and exchanged conversations. There was also a psychiatric person, or was this the group leader? The problems that the parents wanted to discuss dictated what the Y would set up for the next weeks program. Had a lecture by a psychiatrist. They also wanted a lecture for fathers. Y identified with higher economic group.

Miss Davis was overwhelmed by the amount of paper work - morning, noon, night until midnight. Still working on it. Would have organized quite differently if she had known. The amount was more than that of a regular school year. It was upsetting to the teachers. The children felt neglected when they were not tested. (every third child was tested) When the repeat test was given, the children felt that they should have had a turn before the other ones had a second turn. The repeat time for the test was too short. The children answered with "What I told you" "What did I say last time?"

"Paid volunteer" was not possible. Volunteers should have been unpaid. At the Clark St. Center, there were paid volunteers and they lost the non-paid volunteers that they had there. At the other centers they only used "free" volunteers. Most of the volunteers were high school and junior high school students. They were better than the parents. They were young and could keep up with the children. They didn't have to worry about home. In this way the program could influence the family and the future families through these young people. They even watched the children on the play ground. I wanted to select my own volunteers; I had no Youth Corps people. The Youth Corps Trainees needed a lot of time; there was just not time in the program to devote to Youth Corps persons.

Parents in this program talked about typical parental concerns --

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discipline, tantrums, own relationship with children and husbands. There were large families in the project. During the Head Start meetings baby sitting services were furnished. Community had positive feelings toward HS project.

NEWTON

Held a daytime meeting -- pediatrician talked and nutritionist. 6 out of 35 mothers showed up.

BOSTON

The structure of the program in Boston was such that the teacher's power was as strong as she was. The neighborhood aide often interpreted for both the parent and the teacher. In some cases this was good, in others it was bad. The relationship between social services and the teachers worked differently in each section of Boston. On paper it sounds as though this was the best part of the program, but this was because the social service aspects were reported directly to A.B.C.D. Neighborhood supervisors and center coordinater should have worked together but actually there were ascending line to the top rather than lines across. There was some good but I liked it very little. I wanted parents to feel that they could come to school. At the Endicott school parents did visit and discuss things with the teacher.

BOSTON one of the centers in Miss Sullivan's group:

There was a formal tea at the school. Rev. Corneia, all the staff came. There was white table cloth, mints, etc. She made friends this way with the mothers. Mass. Employment speaker came to help mothers get jobs. (17 mothers attended but she did not say out of how many). 17 children. This was the Washington Allston School.

BOSTON - JAMAICA PLAIN

As teachers, we were left out in parental involvement. The neighborhood aide did it all. The attitude of the NA showed condesension toward the teacher.

BOSTON - SOUTH END CATHEDRAL

In this area, social workers, even the well intentioned ones, etc. are not well liked. So you must avoid what seems like the usual approach. Don't get Head Start identified with the old line. In the evening we had slides and the kids came. The Youth Corps workers took care of the kids while the teacher talked to the parents . Some of the slides were pictures of the children. In the day time, we had a Cake Walk; youth dance.

Boston: no food for teachers. Not budgeted.
Worcester: charged teachers for lunch but they ate with the children.

UNIDENTIFIED

We had a parents' meeting. We did not have an enthusiastic response. The same ones (parents) always showed up. Meeting was fairly well attended - 9 out of 15. (Was she from Quincy or Fitchburg?) We found that the parents were putting pressure on the kids. The parents were afraid to talk about their kids for fear that their kids were different. The Social worker when the parents had a program, turned the topic toward medical and the parents weren't interested in this. The social worker said, "What do you want to talk about next week?" But then she didn't wait--just said, "Nutrition". Her attitude was condescending. This was mishandled by the social worker. (Was this Boston? Somerville?)

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UNIDENTIFIED

A child was beaten. I saw the social worker a couple of times and told her about it, but she didn't do anything. (Social worker in theory is supposed to work through the neighborhood aide.) Actually there was jealousy between the teacher aides and the neighborhood aides. There was also conflict between the Head Start social worker and the regular ADC workers.

Menu had too many sandwiches. Neighborhood food customs were ignored. Italians like tomato juice, but not grapefruit juice.

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APPENDIX C

C 1 Parental Involvement
    Learnings
    Participation

C 2 Demographic Information
    Fall River
    Pittsfield
    Springfield

C 3 Some Demographic Features of Selected Communities in Massachusetts with Head Start Programs

C 4 Interview Schedules

NOTES - PARENTAL INVOLVEMENT (Commonwealth Service Corps)

Learning

Training of

Prior to opening

9 - train " expediters" from neighborhood to make home contacts

9 - four-week pre-program training for teacher assistants and volunteers

5- series of evening and Sat. classes - by director, teachers, nurses, cafeteria manager

21- volunteersattend 3 seminars conducted by director and attend weekly meetings (most volunteers not parents, but college age)

4- series of workshops for non-professional and volunteer workers

12- community meetings - mobilize all community resources to assist with training

37- non-professionals and volunteers - introduction to pre-K education with specific reference to Head Start

26- one of enrolled children's mother in each Neighborhood Child Training unit.

45--prior to a trip - plan explained, purpose, duties; prior to assisting teacher - observe, some explanation of child growth and development

9- orientation and workshop

53- non-professionals and volunteers - workshop

14- orientation seminars - handbook
15- meeting with director
48- training session with volunteers

During the Session

9- train teacher-assistants

9- residents (selected) to take training in community organization in Laboratory of Community Psychiatry of Harvard Medical School

37- non-professionals and volunteers - introduction and intergretation to help parents identify with program thru first-hand experience and so grow in interest and understanding

53- non-professionals and volunteers - workshops

15- meetings for volunteers throughout program

Discussion Groups

9- "provide for maximum dialogue"

5- in conjunction with active participation in meal preparation

18- engage in discussions and permit study groups pertinent to child development, behavior, and learning

37- mothers and fathers in groups usually with social worker - whenever best time- to interpret work of school, foster parental involvement and work in area of family life education

25- meet once a week with teacher and/or soc. worker- sharing ofresponses to the program and to the teacher- ask at parent groups about dissatisfactions with the community

32- bi-weekly discussion group - discuss particular children and indication of individual success. - (see below) also - one group work session - aim at developing understanding, etc.

9- every parent expected to attend one evening meeting with staff.

49- evening evaluation by staff, volunteers, and parents - education for self improvement, helping child, improving program

53- leadership provided by Worcester Child Guidance Center and YWCA

14- frequent parent-staff meetings

33- weekly staff-parents meetings- discussion

46- must provide parent education activities (condition of grant) and meetings

Lectures and Demonstrations

9- in conjunction with nutritional program

21- eight seminars planned

18- attend films

13- groups organize to discuss nutrition, health habits, community resources- leaders: social worker, school nurse, dietician from Agricultural Homemaking Service

23- special class- encourage positive approach to solving economic problems and give confidence in ability to continue instruction of children at home using the same technique taught at center.

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Lectures and Demonstrations continued.

25- how to improve home management, nutrition, first aid

27- adult "know how" information - by public and private family and child care agency executives

32- demonstration project - social worker in one program program - sessions with parents of children in that class

9- prog. to assist parents in meal planning, budgetrym and purchasing.

51- cafeteria manager to instruct parents in cooking

49- instruction: , nutigion dxpert in homemaking

53- YMCA - child care, meal planning, nutrition, health education, budgeting, sewing, community resources

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Learning 4.

Individualized

18- meet and talk with teacher, observe in classroom, talk with professional personnel in specific fields

25- meet with teacher to receive individual reports about child

26- social case work counseling

32- by-weekly report seminars - confer on progress

49- bi-lingual teachers to work in adult educ. program on interpreting to parents

14- each parent interviewed by director and staff -assigned to duties

17- consultation with doctor, nurse, guidance counsellor

46- must provide counselling (condition of grant)

Printed Material

18- handbooks, bulletins

25- supply information about social services in the community

32- tri-lingual pamphlet (Eng-Port.-Span.) distributed to neighborhood residents -what, how help, how enroll.

14- handbook for non-professionals andvolunteers

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NOTES - PARENTAL INVOLVEMENT (Commonwealth Service Corps)

Learning

Training - Child Care

39- orientation thru clergy, school nurse, guidance personnel, social workers

6- orientatinn aims - to know advantages and purposes of program

10- case aides

Food Preparatioh

28- attend classes in nutrition

44- attend classes in nutrition

10- attend classes in nutrition

8- attend classes in nutrition

52- daily participation of mothers on rotating basis in nutritional program

39- seminars during school time

10- seminar-like discussion

Participation - Nature and Extent of Involvement

47- parental reaction to program asked

11- planning and carrying out whole program, parents involved

10- initial planning includes parents

25- as classroom aides

25- parents aid on field trips

20- parents aid on field trips

44- parents aid on field trips

52- parents aid on field trips

11- parents aid on field trips

10- paren6s aid on field trips

44- parents assist in activities of the project

Recruitment

28- parents to contast other families

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notes - 2

Group discussions

36- group discussions

39- group discussions

28- group discussions

15- group discussions

52- evaluation by parents of program

39- coordinate visitations - parent aides

28- attend school with children and participate in activities

8- attend school with children and participate in activities

16- attend school with dhildren and participate in activities

42- parents to act as playground helpers

44- to act as teachers helpers in games, singing, painting

38- to assist professionals and in activities

52- use of bilingual family members to help Puerto Rican children who lack proficiency in English

42- will be employed as librarian

6- to aid in serving and preparing lunch

40- volunteers used in various ways: dental and medical escorts, tell or read stories

10- volunteers used in various ways: dental and medical escorts, tell or read stories

16- volunteers used in various ways: dental and medical escorts, tell or read stories

General Meeting

30- Child guidance

16- Child guidance

44- to meet other parents in program and volunteers who will work with them

16- to meet other parents in program and volunteers who will work with them

7 29- parents to assist in supplying baby-sitters

29- plans transportation

44- maintenance of classrooms (by parents?)

26- parents council for each center whose job will involve structuring groups of parents around educational programs related to developmental needs of children and family life improvement

38- select programs to improve family status

40- to advise and make recommendations for a variety of projects

40- team-teacher, psychologist, parent

10- training session at Leslie Ellis

10- Training session by Cambridge Family Society

36- professional speakers to address parents

39- parents to forums conducted by doctors, dentist, nurse, etc.

35- parents to be informed of aims of program and happenings to their child

36- individual and group counselling

29- individual and group counselling

19- individual and group counselling

39- parents to observe classroom

35- parent conferences

40- parent conferences

16- parent conferences

39- car pools for parent transportation

6- parents to get resource material for children, books, etc.

6- parents to make and repair play materials, launder and make doll clothes, etc.

39- fathers asked to participate in as many activities as possible

52- father participation in preparing center;on rotating basis for upkeep

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Notes, [redacted] - 4

6- advice given to increase competance in housekeeping, home management, meal planning, nutrition, utilization of surplus foods.

16- advice given to increase competance in housekeeping, home management, meal planning, nutrition, utilization of surplus foods

20- problem posed of no father participation. many childrren, not all on A.F.D.C., - contact will be only with mother.

19- home visits by staff

16- home visits by staff

10- publicizing center's program by means of membership on Parents' Advisory Committee

FALL RIVER

Chapter I

INTRODUCTION

The study of day care needs and services in Fall River is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas, widely separated geographically and differing in size and socio-economic characteristics. The other five areas in addition to Fall River are: Central Berkshire (Pittsfield and 15 surrounding towns), 16 towns in the Nashoba Valley, Somerville, the Springfield-Chicopee United Fund Areas, and the Worcester Community Services Area.

Fall River was chosen as a study area for two reasons.

1. The city has been consistently designated by the U.S. Department of Labor as a "critical area." There is a high rate of employment of women, particularly in the needle trades, while employment for men is less available. The level of family income is low. Many social and economic problems exist in the community.
2. Recently community and civic leaders have been increasingly concerned about the types and quality of services available to Fall River residents. In 1963 a voluntary planning group--the Community Educational Council--invited the MCCY Child Welfare Consultant to meet and discuss with them some of the ways through

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which Fall River might increase and improve its programs for child care. The fact that Fall River has serious problems, coupled with the desire of local leaders to improve the level of services for children, influenced MCCY to select Fall River for the Day Care Study.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care service as related to working mothers as well as to social needs created by family problems of ill health, instability, etc.

CHARACTERISTICS OF FALL RIVER

The territory of the present City of Fall River was settled in 1656, and agricultural interests predominated until the Revolution. The city itself was founded in 1803 and incorporated in 1854. With the coming of the Industrial Age it developed as a center for cotton manufacturing and by 1871 had established itself as the cotton center of the nation. It held this position until after World War I.

In 1936, after seven years of depression, 120 cotton mills were still among the 230 industrial plants listed in the city directory. In February, 1965 the last of these mills closed its doors, bringing an end to an era. Industry in Fall River is now more diversified although the needle trades—many relatively small clothing manufacturing plants—predominate, especially in the employment of women. There is a very active industrial development commission in Fall River whose efforts are directed toward bringing new industry into the area.

Some facts stand out boldly as one reviews statistical data about the city.

In 1920, at the height of its prosperity, Fall River had a population of 120,485. Its real estate valuations were $178,728,693 and the tax rate was $25.40. In 1960, forty years later, its population had dropped to 99,942, a decrease of 20,543. Its real estate valuations had dropped to $125,218,450, a decrease of $53,510,243 and its tax rate had risen to $85.40, an increase of $60.(1) According to the 1960 U.S. Census figures (revised 12/64) the real estate valuations had risen slightly by 1964 to $126,401,250, while the tax rate had risen to $96.40.

The 1960 U.S. Census data give other facts. That year, of the 75,166 persons over 14 years of age in Fall River, 44,323 (59%) were in the civilian labor force. Of these, 58.9 percent were males and 41.1 percent were females. In the state as a whole, only

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(1) 1962 report of the Fall River Housing Authority and Urban Renewal Agency.

38.2 percent of all women 14 years of age and over were in the civilian labor force in 1960. In Fall River the percent of women in this age bracket in the labor force was 6.5 percent higher - 44.7 percent. Fifty-five point seven percent of the employed women were classified as operatives. Over half of the working women in Fall River (54%) were married with husbands present and of these women 2,293 had children under 6 years of age. Unemployment accounted for 6.2 percent as compared with slightly over 4 percent for the state as a whole (4.3% for males and 4% for females). Of the employed persons, 67.7 percent were in categories of skilled and unskilled labor.(ii) For the state as a whole these groups make up 49.3 percent of the labor force.

Closely related are factors of education and income. In 1960 the median annual family income in Fall River was $4,970 as compared with $6,272 for all Massachusetts. While 20 percent of Fall River families had annual incomes of $3,000 or less, only 12.5 percent in the state were in this wage bracket. In the state as a whole 17 percent of families had an annual income of $10,000 or more, while in Fall River only 6.6 percent had incomes at that level. The average weekly wage in the manufacturing industry is lower in Fall River than in the state as a whole (in 1960, 22,530 out of 44,323 workers—about half the Fall River labor force—were thus employed). The Massachusetts Department of Labor and Industries

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(ii) Craftsmen, foremen, etc., 12.2 percent, operatives 43.4 percent, private household workers .7 percent, service workers 7.2 percent, and laborers 4.2 percent.

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Division of Statistics reported that in April, 1965 the average weekly income in manufacturing industries was $68.32 in Fall River, much lower than the state average of $97.44.

The level of educational achievement in Fall River is low. Persons 25 years of age and over had completed an average of 8.4 grades as compared with 11.6 grades in Massachusetts. Completing 5 grades or less were 13.3 percent of the Fall River population as compared with 6 percent in the state. The rate of school dropout is high despite the efforts made by the Department of Education to provide a high quality of education, both academic and vocational.

Of the total population in 1960, 50,722 people (50.8%) were of foreign stock and of these, 13,544 (13.6%) were foreign born. Of the foreign stock 39 percent were Portuguese, 26.1 percent were Canadian (mainly French), 11.1 percent came from the United Kingdom, 6.7 percent were Polish, and 5.2 percent were Irish. There is a very small percent of population of Negro and other non-white groups.

It is said that these groups tend to form their associations, social and religious activities, areas of residence, and the like, along ethnic lines. They have not yet become a unified and integrated population which turns its coordinated efforts toward projects for community betterment.

In 1963 the Fall River Public Schools, along with other public school systems in the state, were requested by the Massachusetts Department of Education to undertake an exploratory survey to ascertain the number of "culturally deprived children and youth." The following definition was used:

> A culturally underprivileged child is a minor who is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular (not Special Education) program leading to graduation without special efforts on the part of public school authorities over, above, and in addition to those involved in the regular educational program.

The survey was conducted in 30 elementary schools - preprimary through grade 6, in two junior high schools - grades 7 through 9, in Durfee High School - grades 10 through 12, and Diman Vocational School - both boys and girls in grades 9 through 12. Judged by the teachers to be in the category "culturally deprived" were 642 children in the elementary grades and 397 in the junior and senior high schools - a total of 1,039. The public school enrollment for 1964 was:

Elementary	8,057
Junior high schools	1,698
High schools	2,542
Diman Vocational	467
	12,744

The "culturally deprived" group constitutes approximately 8 percent of the total enrollment. The survey did not include parochial school programs in the state and it should be mentioned here that the Fall River parochial schools have an enrollment of 8,826 children—7,149 in elementary grades and 1,677 in high school—about two-thirds the enrollment of the public schools.

The above data project a picture of a depressed community which is hard pressed indeed to provide necessary services for its people either from tax funds or voluntary funds. In the past there has been discouragement and apathy on the part of citizens. At present there is evidence that these attitudes are changing to hope and optimism. Leadership is emerging from all the various segments of the population, from religious groups, from public service departments, and from community programs of all kinds. Representatives of many interests in Fall River have been working together as a committee in connection with this day care study. They have given unstintingly of their time, their active participation and their genuine interest. This one small example of coordinated effort and self-help certainly indicates that "things can be done" in Fall River.

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NUMBER OF CHILDREN UNDER 18 IN FALL RIVER

by Age Group

- 1960 Census -

Age Group	Number	Percent
Under 3 years	5,631	18.1
3 through 6 years	7,034	22.6
7 " 11 "	8,280	26.6
12 " 17 "	10,161	32.7
TOTAL	31,106	100.0

CENTRAL BERKSHIRE AREA

Chapter I

INTRODUCTION

The study of day care needs and services in the Central Berkshire Area is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas, widely separated geographically and differing in size and socio-economic characteristics. The other five areas in addition to Central Berkshire are: Fall River, 16 towns in the Nashoba Valley, Somerville, the Springfield-Chicopee United Fund Areas, and the Worcester Community Services Area.

Central Berkshire and Somerville were chosen in part because MCCY already had assembled much information in connection with the Local Area Project now in progress in those two communities. It was hoped that additional data about day care would round out and supplement the findings of that more extensive study.

Central Berkshire was selected also because it is self contained and set apart geographically from the larger metropolitan complexes. It was thought to form a good contrast to some of the other areas chosen.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care service as related to working mothers as well as to social needs created by family problems of ill health, instability, etc.

CHARACTERISTICS OF THE CENTRAL BERKSHIRE AREA

The Central Berkshire Area includes the city of Pittsfield and the towns of Becket, Dalton, Hancock, Hinsdale, Lanesborough, Lee, Lenox, Otis, Peru, Richmond, Stockbridge, Tyringham, Washington, West Stockbridge and Windsor. The U.S. Census Bureau has set up a Pittsfield Standard Metropolitan Statistical Area which includes Dalton, Lee, Lenox and Lanesborough, and covers 90 percent of the people living in the study area. Thus some of the statistical data gathered by the U.S. Census Bureau are pertinent.

Pittsfield was settled in 1752 and incorporated as a town in 1761. It became a city in 1889, having developed from a small agricultural community to a thriving industrial center. The textile industry was a major early development. With the coming of the railroad, Pittsfield became the shipping distribution point for the area. Paper, shoes, and the machinery used in their manufacture all contributed towards the city's prosperity and brought in new people and outside capital.

Today Pittsfield city, which represents 68 percent of the Central Berkshire population, is one of the largest industrial centers in the state. In 1961, 1,170 firms reporting to the Massachusetts Division of Employment Security employed 22,406 persons with an annual payroll of $126,196,000.

In 1960 Pittsfield had a population of 57,879 which, added to the population of the 15 towns identified as the Central Berkshire Area, makes a total of 85,247. This is an increase of 10.7 percent in the 10 years, 1950 to 1960, compared with an increase of 9.8 percent for the Commonwealth of Massachusetts. Of this population of 85,247, 30,602 (35.5%) were children and youth under 18 years of age - a higher proportion than for the State as a whole (33.2%).

While the majority of the population is of native parentage (69%), many different ethnic origins are represented in the area. Countries of origin, in order of rank are: Italy, Canada, Ireland, the United Kingdom, Poland, Germany, U.S.S.R., Austria, and Sweden. There is also a very small Negro population.

As the Berkshire County Industrial Development Commission points out, according to the index of industrial diversification published by the U.S. Dept. of Commerce, the Pittsfield Standard Metropolitan Statistical Area has a diversification index of 17.1, about as low as any area in the country.

Three other Areas included in this study are:

Springfield - Holyoke	51.3
Worcester	44.9
Fall River	26.6

In 1960, 41.5 percent of the population in the Central Berkshire Area were employed in some type of manufacturing. However, the number thus employed declined by 10 percent between 1950 and 1960, the biggest declines being in the textile and electrical machinery industries. Some industries whose work is heavily geared to government contracts for defense and the like are necessarily subject to fluctuations of employment. Other industries in the area in order of rank are wholesale and retail trade, service industries, transportation communication and utilities, construction, finance insurance and real estate. Tourism is a major industry and may rank as the county's second largest.

In 1960 there were 21,366 males and 10,586 females 14 years and over in the labor force in the study area. Of the females employed 5,486 were married with husbands present and 926 (16.8%) had children under 6 years of age, a group of particular concern to this study.

The 1960 Census gives the median number of years of education completed by persons 25 years or over as 11.6 years - the same as for the state as a whole. The area has a higher percentage of those completing high school than the state--31.1 percent compared to 28.9 percent--and also a higher percentage of college graduates--9.2 percent as compared to 8.8 percent.

As to income, the Berkshire Area has a slightly higher proportion of families receiving more than $10,000 per year than the state as a whole. Yet despite the educational level and the high degree of industrial activity, 13 percent of its resident families have an annual income of less than $3,000 as compared to 12.5 percent in the state.

In 1963 the Pittsfield Public Schools along with other schools in the state were requested by the Massachusetts Department of Education to undertake an exploratory survey to ascertain the number of "Culturally Underprivileged Children and Youth." The following definition was used:

> A culturally underprivileged child is a minor who is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular (not Special Education) program leading to graduation without special efforts on the part of public school authorities over, above, and in addition to those involved in the regular educational program.

The total pupil enrollment is approximately 11,700. Among the approximate 7,000 children in 20 elementary schools, 354 children from kindergarten through grade six, fell into the "Culturally Deprived" category according to the teacher's evaluation. In grades seven through twelve, 57 children were considered culturally underprivileged, thus making a total of 411 (or 3.5%) of the public school pupils in Pittsfield. This is a small percentage and may reflect the excellence of the local school system and the community's concern for its children.

Chapter I

INTRODUCTION

The study of day care needs and services in the Greater Springfield Area is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas widely separated geographically and differing in size and socio-economic characteristics. The other areas, in addition to the Springfield United Fund Area are Chicopee,(1) Fall River, Somerville, the Berkshire Area, 16 towns in the Nashoba Valley and the Worcester Community Services Area.

When MCCY began the state-wide study of day care needs and services, the director of the Community Council of Greater Springfield requested that the communities served by the council be included in the study. It was not possible to include so large an enterprise in the base project, however, so a second study project was funded by the Division of Child Guardianship, Massachusetts Department of Public Welfare, whereby a self-study plan was jointly developed by MCCY and the Council of Greater Springfield.

It was felt that the self-study plan would serve two purposes: (1) The local committies would assume much of the responsibility for gathering facts during the year allotted to the study. They would use the MCCY research instruments and have ongoing direction and help from the MCCY consultant. (2) Many local people would be directly involved in the study process - a fact which was expected to stimulate widespread interest in the study and in consequent action to implement its recommendations.

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(1) For general purposes, Springfield and Chicopee are counted as one study area since they are interrelated in many respects. A separate report is being prepared for each, however, because each has a planning group which will review and implement its own study recommendations.

Because the Springfield study was a self-study, the procedures described in Chapter II are different from those followed in the Central Berkshire Area, Fall River, Somerville, and Nashoba Valley, where MCCY staff did all the interviewing.

It was desirable to include the Springfield Area in the study since it is the major industrial center in Western Massachusetts and, like the Central Berkshire Area, is self-contained and separate from the Eastern Massachusetts metropolitan complex.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care service as related to working mothers as well as to social needs created by family problems of ill health, instability, and the like.

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CHARACTERISTICS OF THE GREATER SPRINGFIELD AREA

The Springfield study area includes the City of Springfield and the towns of Agawam, East Longmeadow, Hampden, Longmeadow, Ludlow, West Springfield, and Wilbraham. In 1960 their combined population was 259,501, an increase since 1950 of 41,121 with greatest growth in the suburbs. Of the total population 89,461 were children and youth under 18 years of age and of these 40,209 were under 7.(ii)

This report will give only those data which have some relationship to need for day care for children, inasmuch as The Community Profile Report,(iii) published in 1964, is comprehensive and is available on request. Some of the data quoted here are taken from that study.

Many different ethnic groups are represented in the study area with large segments of population from Irish, French Canadian, Italian, and Polish stock. A Negro population—numbering over 13,000 in 1960—is concentrated in the City of Springfield.

During the twentieth century, the Springfield area has achieved economic diversity. While manufacture of machinery has been in the industrial forefront, Springfield has increasingly become a financial and commercial center, a retail and distribution area, and a transportation hub. According to the index of industrial diversification published by the U.S. Department of Commerce, the Springfield-Holyoke area has a diversification index of 51.3. Indices of three other

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(ii) See Appendix for age breakdown.

(iii) Community Profile Report - Springfield Area Community Health Study, available at the Community Council of Greater Springfield, Inc. Permission was given for use of material quoted in this report.

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areas included in the study are:

Pittsfield Standard Metropolitan Statistical Area	17.1
Worcester	44.9
Fall River	26.6

The 1960 census gives the median number of years of education completed by persons 25 years of age and over as 10.9 years for Springfield and 12.1 years for the balance of the study area. The figure for the state as a whole was 11.6 years.

There was a wide range in family income among cities and towns in the study area. According to the 1960 U.S. Census, the median annual family income in Massachusetts was $6,272. The comparable 1960 figure for Springfield was $5,994, for Hampden $6,358, and for the rest of the towns combined $7,125. Of all families in Springfield 14.5 percent had annual incomes of less than $3,000 per year while in the suburban towns 8 percent were in the under-$3,000 bracket. In the state as a whole 12.5 percent of the population fall below the annual income level of $3,000.

In 1960, among the 58,807 males 14 years of age and over in Springfield, 46,202 (78.6%) were in the labor force. Of the male civilian labor force 5.8 percent were unemployed; as compared to 4.3 percent in the total state. In the suburbs only 3.4 percent of the male civilian labor force were unemployed.

Among the 1960 female population 14 years and over in Springfield, 38.9 percent (or 26,170) were in the labor force and of these, 5.8 percent were unemployed. In the suburbs the percentage dropped to 4.9 percent. For the state as a whole the rate of unemployment in the female civilian labor force was 4.1 percent.

Thus, the rate of unemployment for both men and women (5.8%) is high in the City of Springfield and considerably lower in the suburbs, though the rate for suburban women is a higher rate than the state average.

The following tables give the figures on the employment situation in the city and in the rest of the study area.(iv)

TABLE I

DATA ON EMPLOYMENT, 1960

	Springfield	Rest of Study Area
Males		
Population	58,809	28,325
Number in Labor Force	46,202	23,357
Percent in Labor Force	78.6	82.5
Number Unemployed	2,626	790
Percent Unemployed	5.8	3.4
Females		
Population	67,225	30,394
Number in Labor Force	26,170	10,362
Percent in Labor Force	38.9	34.1
Number Unemployed	1,523	508
Percent Unemployed	5.8	4.9

The following table gives added information about women in the civilian labor force:

TABLE II

	Women Married Husbands Present	Women with own Children under 6
Springfield	12,843	2,464
Remainder of Study Area	6,376	1,027

(iv) From the 1960 Report of the U.S. Census Bureau.

Kindergartens are part of the public school system in Springfield, Longmeadow, Ludlow, and West Springfield, with 1963-64 school year enrollments of 3,280, 255, 268, and 367 respectively, or a total of 4,140 children. There are no public kindergartens in the towns of Agawam, East Longmeadow, Hampden, or Wilbraham.(v)

The statistics given here indicate that in the Greater Springfield Area the core city of Springfield was somewhat disadvantaged in comparison to its neighboring suburbs. In 1960 it had the lowest educational achievement for its population aged 25 and over, the lowest median annual family income, the highest percent of families with annual incomes under $3,000, and the highest rate of unemployment of all the towns in the study area.

(v) See Appendix for school enrollments.

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ALL CHILDREN UNDER 18 IN THE STUDY AREA BY AGE

	Under 1	1 year	2 years	Total	3 years	4 years	5 years	6 years	Total
Springfield	3,921	3,969	4,020	11,910	3,751	3,771	3,658	3,495	14,675
Balance of Area	1,814	1,904	1,844	5,562	2,051	2,073	2,008	1,930	8,062
	5,735	5,873	5,864	17,472	5,802	5,844	5,666	5,425	22,737

Total No. of
Children Under 7 - 40,209

	7 years	8 years	9 years	10 years	11 years	Total
Springfield	3,438	3,222	2,988	2,997	3,019	15,664
Balance of Area	1,942	1,795	1,696	1,785	1,705	8,923
	5,380	5,017	4,684	4,782	4,724	24,587

	12 years	13 years	14 years	15 years	16 years	17 years	Total
Springfield	3,149	3,051	2,370	2,289	2,349	2,418	15,626
Balance of Area	1,825	1,847	1,352	1,315	1,319	1,381	9,039
	4,974	4,898	3,722	3,604	3,668	3,799	24,665

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Number of Pupils Enrolled in Public Schools, 1963-64 (1)

City or Town	Kindergarten	Elementary	Secondary	Total
Agawam	-	2,274	1,899	4,173
East Longmeadow	-	1,689	1,281	2,970
Hampden	-	428	225	653
Longmeadow	255	1,929	1,434	3,618
Ludlow	268	1,661	1,434	3,363
Springfield	3,238	16,188	13,255	32,681
W. Springfield	367	2,745	2,427	5,539
Wilbraham	-	1,600	680	2,280

(1) Community Profile Report, Springfield Area Community Health Study, p.50

CENTRAL BERKSHIRE AREA

Chapter I

INTRODUCTION

The study of day care needs and services in the Central Berkshire Area is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas, widely separated geographically and differing in size and socio-economic characteristics. The other five areas in addition to Central Berkshire are: Fall River, 16 towns in the Nashoba Valley, Somerville, the Springfield-Chicopee United Fund Areas, and the Worcester Community Services Area.

Central Berkshire and Somerville were chosen in part because MCCY already had assembled much information in connection with the Local Area Project now in progress in those two communities. It was hoped that additional data about day care would round out and supplement the findings of that more extensive study.

Central Berkshire was selected also because it is self-contained and set apart geographically from the larger metropolitan complexes. It was thought to form a good contrast to some of the other areas chosen.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care service as related to working mothers as well as to social needs created by family problems of ill health, instability, etc.

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CHARACTERISTICS OF THE CENTRAL BERKSHIRE AREA

The Central Berkshire Area includes the city of Pittsfield and the towns of Becket, Dalton, Hancock, Hinsdale, Lanesborough, Lee, Lenox, Otis, Peru, Richmond, Stockbridge, Tyringham, Washington, West Stockbridge and Windsor. The U.S. Census Bureau has set up a Pittsfield Standard Metropolitan Statistical Area which includes Dalton, Lee, Lenox and Lanesborough, and covers 90 percent of the people living in the study area. Thus some of the statistical data gathered by the U.S. Census Bureau are pertinent.

Pittsfield was settled in 1752 and incorporated as a town in 1761. It became a city in 1889, having developed from a small agricultural community to a thriving industrial center. The textile industry was a major early development. With the coming of the railroad, Pittsfield became the shipping distribution point for the area. Paper, shoes, and the machinery used in their manufacture all contributed towards the city's prosperity and brought in new people and outside capital.

Today Pittsfield city, which represents 68 percent of the Central Berkshire population, is one of the largest industrial centers in the state. In 1961, 1,170 firms reporting to the Massachusetts Division of Employment Security employed 22,406 persons with an annual payroll of $126,196,000.

In 1960 Pittsfield had a population of 57,879 which, added to the population of the 15 towns identified as the Central Berkshire Area, makes a total of 85,247. This is an increase of 10.7 percent in the 10 years, 1950 to 1960, compared with an increase of 9.8 percent for the Commonwealth of Massachusetts. Of this population of 85,247, 30,602 (35.5%) were children and youth under 18 years of age - a higher proportion than for the State as a whole (33.2%).

While the majority of the population is of native parentage (69%), many different ethnic origins are represented in the area. Countries of origin, in order of rank are: Italy, Canada, Ireland, the United Kingdom, Poland, Germany, U.S.S.R., Austria, and Sweden. There is also a very small Negro population

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As the Berkshire County Industrial Development Commission points out, according to the index of industrial diversification published by the U.S. Dept. of Commerce, the Pittsfield Standard Metropolitan Statistical Area has a diversification index of 17.1, about as low as any area in the country.

Three other Areas included in this study are:

Springfield - Holyoke	51.3
Worcester	44.9
Fall River	26.6

In 1960, 41.5 percent of the population in the Central Berkshire Area were employed in some type of manufacturing. However, the number thus employed declined by 10 percent between 1950 and 1960, the biggest declines being in the textile and electrical machinery industries. Some industries whose work is heavily geared to government contracts for defense and the like are necessarily subject to fluctuations of employment. Other industries in the area in order of rank are wholesale and retail trade, service industries, transportation communication and utilities, construction, finance insurance and real estate. Tourism is a major industry and may rank as the county's second largest.

In 1960 there were 21,366 males and 10,586 females 14 years and over in the labor force in the study area. Of the females employed 5,486 were married with husbands present and 926 (16.8%) had children under 6 years of age, a group of particular concern to this study.

The 1960 Census gives the median number of years of education completed by persons 25 years or over as 11.6 years -- the same as for the state as a whole. The area has a higher percentage of those completing high school than the state-- 31.1 percent compared to 28.9 percent--and also a higher percentage of college graduates--9.2 percent as compared to 8.8 percent.

As to income, the Berkshire Area has a slightly higher proportion of families receiving more than $10,000 per year than the state as a whole. Yet despite the educational level and the high degree of industrial activity, 13 percent of its resident families have an annual income of less than $3,000 as compared to 12.5 percent in the state.

In 1963 the Pittsfield Public Schools along with other schools in the state were requested by the Massachusetts Department of Education to undertake an exploratory survey to ascertain the number of "Culturally Underprivileged Children and Youth." The following definition was used:

> A culturally underprivileged child is a minor who is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular (not Special Education) program leading to graduation without special efforts on the part of public school authorities over, above, and in addition to those involved in the regular educational program.

The total pupil enrollment is approximately 11,700. Among the approximate 7,000 children in 20 elementary schools, 354 children from kindergarten through grade six, fell into the "Culturally Deprived" category according to the teacher's evaluation. In grades seven through twelve, 57 children were considered culturally underprivileged, thus making a total of 411 (or 3.5%) of the public school pupils in Pittsfield. This is a small percentage and may reflect the excellence of the local school system and the community's concern for its children.

FALL RIVER

Chapter I

INTRODUCTION

The study of day care needs and services in Fall River is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas, widely separated geographically and differing in size and socio-economic characteristics. The other five areas in addition to Fall River are: Central Berkshire (Pittsfield and 15 surrounding towns), 16 towns in the Nashoba Valley, Somerville, the Springfield-Chicopee United Fund Areas, and the Worcester Community Services Area.

Fall River was chosen as a study area for two reasons.

1. The city has been consistently designated by the U.S. Department of Labor as a "critical area." There is a high rate of employment of women, particularly in the needle trades, while employment for men is less available. The level of family income is low. Many social and economic problems exist in the community.
2. Recently community and civic leaders have been increasingly concerned about the types and quality of services available to Fall River residents. In 1963 a voluntary planning group--the Community Educational Council--invited the MCCY Child Welfare Consultant to meet and discuss with them some of the ways through

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which Fall River might increase and improve its programs for child care. The fact that Fall River has serious problems, coupled with the desire of local leaders to improve the level of services for children, influenced MCCY to select Fall River for the Day Care Study.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care service as related to working mothers as well as to social needs created by family problems of ill health, instability, etc.

CHARACTERISTICS OF FALL RIVER

The territory of the present City of Fall River was settled in 1656, and agricultural interests predominated until the Revolution. The city itself was founded in 1803 and incorporated in 1854. With the coming of the Industrial Age it developed as a center for cotton manufacturing and by 1871 had established itself as the cotton center of the nation. It held this position until after World War I.

In 1936, after seven years of depression, 120 cotton mills were still among the 230 industrial plants listed in the city directory. In February, 1965 the last of these mills closed its doors, bringing an end to an era. Industry in Fall River is now more diversified although the needle trades—many relatively small clothing manufacturing plants—predominate, especially in the employment of women. There is a very active industrial development commission in Fall River whose efforts are directed toward bringing new industry into the area.

Some facts stand out boldly as one reviews statistical data about the city.

In 1920, at the height of its prosperity, Fall River had a population of 120,485. Its real estate valuations were $178,728,693 and the tax rate was $25.40. In 1960, forty years later, its population had dropped to 99,942, a decrease of 20,543. Its real estate valuations had dropped to $125,218,450, a decrease of $53,510,243 and its tax rate had risen to $85.40, an increase of $60.(1) According to the 1960 U.S. Census figures (revised 12/64) the real estate valuations had risen slightly by 1964 to $126,401,250, while the tax rate had risen to $96.40.

The 1960 U.S. Census data give other facts. That year, of the 75,166 persons over 14 years of age in Fall River, 44,323 (59%) were in the civilian labor force. Of these, 58.9 percent were males and 41.1 percent were females. In the state as a whole, only

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(1) 1962 report of the Fall River Housing Authority and Urban Renewal Agency.

38.2 percent of all women 14 years of age and over were in the civilian labor force in 1960. In Fall River the percent of women in this age bracket in the labor force was 6.5 percent higher - 44.7 percent. Fifty-five point seven percent of the employed women were classified as operatives. Over half of the working women in Fall River (54%) were married with husbands present and of these women 2,293 had children under 6 years of age. Unemployment accounted for 6.2 percent as compared with slightly over 4 percent for the state as a whole (4.3% for males and 4% for females). Of the employed persons, 67.7 percent were in categories of skilled and unskilled labor.(ii) For the state as a whole these groups make up 49.3 percent of the labor force.

Closely related are factors of education and income. In 1960 the median annual family income in Fall River was $4,970 as compared with $6,272 for all Massachusetts. While 20 percent of Fall River families had annual incomes of $3,000 or less, only 12.5 percent in the state were in this wage bracket. In the state as a whole 17 percent of families had an annual income of $10,000 or more, while in Fall River only 6.6 percent had incomes at that level. The average weekly wage in the manufacturing industry is lower in Fall River than in the state as a whole (in 1960, 22,530 out of 44,323 workers—about half the Fall River labor force—were thus employed). The Massachusetts Department of Labor and Industries

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(ii) Craftsmen, foremen, etc., 12.2 percent, operatives 43.4 percent, private household workers .7 percent, service workers 7.2 percent, and laborers 4.2 percent.

Division of Statistics reported that in April, 1965 the average weekly income in manufacturing industries was $68.32 in Fall River, much lower than the state average of $97.44.

The level of educational achievement in Fall River is low. Persons 25 years of age and over had completed an average of 8.4 grades as compared with 11.6 grades in Massachusetts. Completing 5 grades or less were 13.3 percent of the Fall River population as compared with 6 percent in the state. The rate of school dropout is high despite the efforts made by the Department of Education to provide a high quality of education, both academic and vocational.

Of the total population in 1960, 50,722 people (50.8%) were of foreign stock and of these, 13,544 (13.6%) were foreign born. Of the foreign stock 39 percent were Portuguese, 26.1 percent were Canadian (mainly French), 11.1 percent came from the United Kingdom, 6.7 percent were Polish, and 5.2 percent were Irish. There is a very small percent of population of Negro and other non-white groups.

It is said that these groups tend to form their associations, social and religious activities, areas of residence, and the like, along ethnic lines. They have not yet become a unified and integrated population which turns its coordinated efforts toward projects for community betterment.

In 1963 the Fall River Public Schools, along with other public school systems in the state, were requested by the Massachusetts Department of Education to undertake an exploratory survey to ascertain the number of "culturally deprived children and youth." The following

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definition was used:

> A culturally underprivileged child is a minor who is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular (not Special Education) program leading to graduation without special efforts on the part of public school authorities over, above, and in addition to those involved in the regular educational program.

The survey was conducted in 30 elementary schools - proprimary through grade 6, in two junior high schools - grades 7 through 9, in Durfee High School - grades 10 through 12, and Diman Vocational School - both boys and girls in grades 9 through 12. Judged by the teachers to be in the category "culturally deprived" were 642 children in the elementary grades and 397 in the junior and senior high schools - a total of 1,039. The public school enrollment for 1964 was:

Elementary	8,057
Junior high schools	1,698
High schools	2,542
Diman Vocational	467
	12,744

The "culturally deprived" group constitutes approximately 8 percent of the total enrollment. The survey did not include parochial school programs in the state and it should be mentioned here that the Fall River parochial schools have an enrollment of 8,826 children—7,149 in elementary grades and 1,677 in high school—about two-thirds the enrollment of the public schools.

Chapter I

INTRODUCTION

The study of day care needs and services in the Greater Springfield Area is part of a state-wide inquiry undertaken by MCCY at the request of the Division of Child Guardianship of the Massachusetts Department of Public Welfare. Funds for the purpose were made available to the Department by the United States Children's Bureau.

The total study includes six areas widely separated geographically and differing in size and socio-economic characteristics. The other areas, in addition to the Springfield United Fund Area are Chicopee,(1) Fall River, Somerville, the Berkshire Area, 16 towns in the Nashoba Valley and the Worcester Community Services Area.

When MCCY began the state-wide study of day care needs and services, the director of the Community Council of Greater Springfield requested that the communities served by the council be included in the study. It was not possible to include so large an enterprise in the base project, however, so a second study project was funded by the Division of Child Guardianship, Massachusetts Department of Public Welfare, whereby a self-study plan was jointly developed by MCCY and the Council of Greater Springfield.

It was felt that the self-study plan would serve two purposes (1) The local communities would assume much of the responsibility for gathering facts during the year allotted to the study. They would use the MCCY research instruments and have ongoing direction and help from the MCCY consultant. (2) Many local people would be directly involved in the study process — a fact which was expected to stimulate widespread interest in the study and in consequent action to implement its recommendations.

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(1) For general purposes, Springfield and Chicopee are counted as one study area since they are interrelated in many respects. A separate report is being prepared for each, however, because each has a planning group which will review and implement its own study recommendations.

Because the Springfield study was a self-study, the procedures described in Chapter II are different from those followed in the Central Berkshire Area, Fall River, Somerville, and Nashoba Valley, where MCCY staff did all the interviewing.

It was desirable to include the Springfield Area in the study since it is the major industrial center in Western Massachusetts and, like the Central Berkshire Area, is self-contained and separate from the Eastern Massachusetts metropolitan complex.

The primary purpose of the day care study was to gather information which would be helpful to those responsible for the planning and administration of day care services at both state and local levels.

To carry out this purpose data were sought on the following essential items:

1. Number and types of existing organized day care facilities.
2. Types of care now being given to children under 3 years of age, particularly outside their own homes.
3. Extent of need for a variety of day care programs for children in various age groups: infants, older preschool children, and children who may require after-school care.
4. Need for day care services as related to working mothers as well as to social needs created by family problems of ill health, instability, and the like.

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CHARACTERISTICS OF THE GREATER SPRINGFIELD AREA

The Springfield study area includes the City of Springfield and the towns of Agawam, East Longmeadow, Hampden, Longmeadow, Ludlow, West Springfield, and Wilbraham. In 1960 their combined population was 259,501, an increase since 1950 of 41,121 with greatest growth in the suburbs. Of the total population 89,461 were children and youth under 18 years of age and of these 40,209 were under 7.(ii)

This report will give only those data which have some relationship to need for day care for children, inasmuch as The Community Profile Report,(iii) published in 1964, is comprehensive and is available on request. Some of the data quoted here are taken from that study.

Many different ethnic groups are represented in the study area with large segments of population from Irish, French Canadian, Italian, and Polish stock. A Negro population--numbering over 11,000 in 1960--is concentrated in the City of Springfield.

During the twentieth century, the Springfield area has achieved economic diversity. While manufacture of machinery has been in the industrial forefront, Springfield has increasingly become a financial and commercial center, a retail and distribution area, and a transportation hub. According to the index of industrial diversification published by the U.S. Department of Commerce, the Springfield-Holyoke area has a diversification index of 51.3. Indices of three other

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(ii) See Appendix for age breakdown.

(iii) Community Profile Report - Springfield Area Community Health Study, available at the Community Council of Greater Springfield, Inc. Permission was given for use of material quoted in this report.

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areas included in the study area:

Pittsfield Standard Metropolitan Statistical Area	17.[illegible]
Worcester	44.9
Fall River	26.6

The 1960 census gives the median number of years of education completed by persons 25 years of age and over as 10.9 years for Springfield and 12.1 years for the balance of the study area. The figure for the state as a whole was 11.6 years.

There was a wide range in family income among cities and towns in the study area. According to the 1960 U.S. Census, the median annual family income in Massachusetts was $6,272. The comparable 1960 figure for Springfield was $5,994, for Hampden $6,358, and for the rest of the towns combined $7,125. Of all families in Springfield 14.5 percent had annual incomes of less than $3,000 per year while in the suburban towns 8 percent were in the under-$3,000 bracket. In the state as a whole 12.5 percent of the population fall below the annual income level of $3,000.

In 1960, among the 58,807 males 14 years of age and over in Springfield, 46,202 (78.6%) were in the labor force. Of the male civilian labor force 5.8 percent were unemployed; as compared to [illegible] percent in the total state. In the suburbs only 3.4 percent of the male civilian labor force were unemployed.

Among the 1960 female population 14 years and over in Springfield, 38.9 percent (or 26,170) were in the labor force and of these, [illegible] percent were unemployed. In the suburbs the percentage dropped to 4.9 percent. For the state as a whole the rate of unemployment in the female civilian labor force was 4.1 percent.

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Thus, the rate of unemployment for both men and women (5.8%) is high in the City of Springfield and considerably lower in the suburbs, though the rate for suburban women is a higher rate than the state average.

The following tables give the figures on the employment situation in the city and in the rest of the study area.(iv)

TABLE I

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The statistics given here indicate that in the Greater Springfield Area the core city of Springfield was somewhat disadvantaged in comparison to its neighboring suburbs. In 1960 it had the lowest educational achievement for its population aged 25 and over, the lowest median annual family income, the highest percent of families with annual incomes under $3,000, and the highest rate of unemployment of all the towns in the study area.

(v) See Appendix for school enrollments

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SOME DEMOGRAPHIC FEATURES OF SELECTED COMMUNITIES IN MASSACHUSETTS WITH HEAD START PROGRAMS
SUMMER, 1965

	POPULATION				RACIAL DATA			EDUCATION
		% POP. CHANGE				FOREIGN STOCK		
COMMUNITY	POPULATION 1960	Inc.	Dec.	% UNDER 5 Yrs.	% N	Highest %	2nd %	% WITH LESS THAN 5 YRS. OF SCHOOL
REGION I-West								
North Berkshire								
Adams	12,391	3.0		9.3		P 39.5	C 23.7	7.1
Cheshire	2,472	22.3		13.9		ND	ND	ND
Clarksburg	1,741	6.3		11.4		ND	ND	ND
North Adams	19,905		7.7	9.9	.6	C 24.2	It. 13.7	5.0
Williamstown	7,322	18.2		9.5	1.4	ND	ND	1.9
- - - - -								
Northampton	30,058	3.4	7.8	7.8	.3	C 23.6	P 21.7	7.6
Pittsfield	57,879	8.5		11.2	1.5	It 28.0	C 15.2	5.8
Springfield	174.463	7.4		11.1	7.9	C 24.8	It. 16.8	7.0

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COMMUNITY	% INCOME Und. $3000	OCCUPATION Highest %	2nd%	3rd %	% OF MONTHLY RENTS UNDER $40
REGION I - West					
North Berkshire Adams	13.9	ô 33.4	c 16.5	p 10.2	14.5
Cheshire	ND	ND	ND	ND	ND
Clarksburg	ND	ND	ND	ND	ND
North Adams	15.9	ô 31.1	c 15.2	f 13.7	10.4
Williamstown	11.7	p 24.2	ô 15.5	sw 13.0	6.9
Northampton	12.2	o 33.7	f 14.0	c 13.8	6.5
Pittsfield	13.0	o 10.6	c 17.5	p 16.2	5.7
Springfield	14.6	ô 20.5	c 17.8	f 13.6	5.2

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SOME DEMOGRAPHIC FEATURES OF SELECTED COMMUNITIES IN MASSACHUSETTS WITH HEAD START PROGRAMS
SUMMER, 1965

	POPULATION				RACIAL DATA			EDUCATION
COMMUNITY	POPULATION 1960	% POP. CHANGE Inc.	Dec.	% UNDER 5 YRS.	% N	FOREIGN STOCK Highest %	2nd %	% WITH LESS THAN 5 YRS. OF SCHOOL
REGION II								
Fitchburg	43,021	.8		11.0	.4	C 43.7	It 13.2	7.3
Webster	13,680	3.7		8.9		P 40.3	C 23.7	8.4
Oxford	9,282	58.6		14.3	.1	ND	ND	2.7
Dudley	6,510	2.3		10.7	ND	ND	ND	ND
Worcester	186,587		8.3	9.4	1.1	C 19.9	I 14.9	7.7

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COMMUNITY	% INCOME Und.$3000	OCCUPATION			% OF MONTHLY RENTS UNDER $40
		Highest %	2nd %	3rd %	
REGION II					
Fitchburg	14.0	o 33.7	f 14.0	c 13.8	6.5
Webster	12.2	o 48.0	f 12.2	c 10.8	10.7
Oxford	9.2	o 31.2	f 21.5	c 12.8	5.8
Dudley	ND	ND	ND		ND
Worcester	15.4	o 23.5	c 16.6	f 13.7	6.2

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SOME DEMOGRAPHIC FEATURES OF SELECTED COMMUNITIES
IN MASSACHUSETTS WITH HEAD START PROGRAMS
SUMMER, 1965

	POPULATION				RACIAL DATA			EDUCATION
COMMUNITY	POPULATION 1960	% POP. CHANGE		% UNDER 5 YRS.	% N	FOREIGN STOCK		% WITH LESS THAN 5 YRS. OF SCHOOL
		Inc.	Dec.			Highest %	2nd %	
REGION III (Northeast)								
Dracut	13,674	57.8		13.2	.1	C 49.1	G 12.5	6.4
Haverhill	46,346		2.0	9.8	.6	C 36.2	It 17.4	6.3
Lawrence	70,933		11.9	9.7	.4	C 26.6	It 25.5	11.4
Lowell	92,107		5.3	10.7	.4	C 39.3	I 15.6	6.2

10143

COMMUNITY	% INCOME Und. $3000	OCCUPATION Highest %	OCCUPATION 2nd %	OCCUPATION 3rd %	% OF MONTHLY RENTS UNDER $40
REGION III (Northeast)					
Dracut	10.1	o 32.3	f 19.8	c 14.6	2.3
Haverhill	13.8	c 40.3	f 12.8	f 12.0	6.4
Lawrence	14.6	o 34.8	c 14.9	f 11.7	8.3
Lowell	12.6	o 30.3	f 13.3	c 12.8	14.9

10144

SOME DEMOGRAPHIC FEATURES OF SELECTED COMMUNITIES IN MASSACHUSETTS WITH HEAD START PROGRAMS
SUMMER, 1965

	POPULATION				RACIAL DATA			EDUCATION
COMMUNITY	POPULATION 1960	% Pop. CHANGE Inc.	Dec.	% UNDER 5 YRS.	% N	FOREIGN STOCK Highest %	2nd %	% WITH LESS THAN 5 YRS. OF SCHOOL
REGION IV								
Boston	697,197		13.0	9.5	9.1	I 23.5	It 18.6	7.7
Cambridge	107,716		10.8	8.6	5.3	C 24.0	I 18.5	6.2
Chelsea	33,749		13.3	9.5	1.0	R 30.1	C 19.3	14.4
Quincy	87,495	4.3		10.5	.1	C 25.4	It 20.4	3.3
Somerville	94,697		7.5	11.2	.4	It 28.5	C 25.8	5.8

COMMUNITY	% INCOME Und. $3000	OCCUPATION			% OF MONTHLY RENTS UNDER $40
		Highest %	2nd %	3rd %	
REGION IV					
Boston	16.6	c 20.5	o 18.1	sw 12.1	7.4
Cambridge	15.3	p-t 21.3	c 20.1	o 17.2	5.1
Chelsea	11.0	o 25.9	c 16.4	f 13.7	4.3
Quincy	9.4	c 21.4	f 17.7	o 14.1	1.3
Somerville	11.9	o 24.3	c 22.2	f, 14.4	1.7

10146

SOME DEMOGRAPHIC FEATURES OF SELECTED COMMUNITIES IN MASSACHUSETTS WITH HEAD START PROGRAMS
SUMMER, 1965

	POPULATION				RACIAL DATA			EDUCATION
COMMUNITY	POPULATION 1960	% POP. CHANGE		% UNDER 5 YRS.	% N	FOREIGN STOCK		% WITH LESS THAN 5 YRS. OF SCHOOL
		Inc.	Dec.			Highest %	2nd %	
Region V								
Brockton	72,813	15.8		11.5	1.5	C 20.6	It 17.1	6.2
Fall River	99,942		10.7	9.2	.4	Pg 39.0	C 26.1	13.3
New Bedford	102,477		6.1	9.2	3.0	Pg 38.9	C 22.8	14.1
Norton	6,818	54.9		10.7	ND	ND	ND	ND
Plainville	3,810	82.5		14.3	.1	C 41.7	Uk 19.2	4.0
Plymouth Carver	14,445 1,949	6.1 27.4		9.3 9.7	1.6 ND	It 29.6 ND	Pg 20.1 ND	7.0 ND
Taunton	41,132	2.5		10.2	1.3	Pg 33.9	C 22	11.9

10147

COMMUNITY REGION V	% INCOME Und. $3000	OCCUPATION Highest %	2nd %	3rd %	% OF MONTHLY RENTS UNDER $40
Brockton	12.6	O 28.4	c 15.7	f 12.9	8.1
Fall River	20.0	O 43.4	f 12.2	c. 9.7	15.5
New Bedford	22.4	o 40.2	f 11.7	c 11.0	13.5
Norton	ND	ND	ND	ND	ND
Plainville	13.2	o 26.7	f 20.3	c 15.0	1.7
Plymouth	16.9	O 20.8	f 16.8	c 13.1	7.1
Carver	ND	ND	ND	ND	ND
Taunton	14.7	o 30.8	f 13.2	c 12.2	7.0

10148

KEYS

RACIAL DATA

C - Canadian

G - Greek

I - Irish

It - Italian

N - Negro

P - Polish

Pg - Portuguese

R - Russian

UK - United Kingdom

OCCUPATION DATA

c - clerical, etc.

f - foremen, etc.

o - operatives

p - professional, technical and kindred

sw - service workers

ND - No data in report

SOURCE: Town and City Monographs
published by
Massachusetts Department of Commerce,
Division of Research

Fact Sheet re Head Start Clinics of the Division

Clinic and Director	Eastern Middlesex Dr. Cl	Brookline Dr. W	South Shore Dr. Ot	Framingham Dr. Co	Greater Lawrence Dr. Ba
Head Start Coordinator	Dr. Cl Mr. C	Dr. H Dr. Sch	Mr. C Mrs. R	Dr. Co	Mrs. V
Head Teacher	Mrs. M	Miss Ma	Mr. C		Mrs. W
Record Keeper			Mrs. C	Mr. Ru	
Dates of Operation	Children: July 6-Aug.27 Teachers: Same	Children: July 6-Aug.27 Teachers: Same	Children: July 6-Aug.27	Children: June 28-Aug 20 Teachers: Same	Children: July 1-Aug.25 Teachers: June 28-Aug 2
Hours of Operation	9 A.M. - 1 P.M.	9 A.M. - 1 P.M.	Children: 9 A.M. - 12N Teachers: 9 A.M. - 1 P.M.		9 A.M. - 1 P.M.
Location of Classes	Classes at Lesley Country Day School Stoneham	Classes at Lincoln School Brookline	Classes at Athens School Humphrey School Weymouth East School Hingham Liberty School Braintree McNeil School Randolph	Classes at Hosmer School Marlboro	Classes at March Corners School Methuen

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Fact Sheet re Head Start Clinics of the Division

SOUTH SHORE MENTAL HEALTH HEAD START PROGRAM

Clinic and Director	Holyoke Dr. W.W.	Martha's Vineyard Dr. N.M.	North Central Dr. JCW	Northeastern Essex Dr. N.R.	North Suffolk Dr. R.C.
Head Start Coordinator	Miss Te	Dr. Ma	Dr. Wol Mr. T.Mc	Mr. V Mr. Em	Dr. B.Gr Dr. Coh Mr. S.Pie
Head Teacher	Mrs. Ha	Mrs. An	Mr. E. Pe	Mr. Em	Mrs. Gre
Record Keeper		Mrs. Ew			Miss Cr
Dates of Operation	Children: July 6-Aug.27 Teachers: June 7-Aug.25	Children: July 6-Aug.27 Teachers: July 1 Aug.27	Children: July 6-Aug.20 Teachers: July 1-Aug.25	Children & Teachers : Amesbury: July 12-Sept.3 Newburyport: July 6-Aug.27	Children: July 6-Aug.27 Teachers: July 1-Aug.31
Hours of Operation	Children: 9 A.M.-11 A.M. Teachers: 1 P.M.-3 P.M.	9 A.M.-1 P.M.	Children: 9 A.M.-12 N 1 P.M.-4 P.M.	9 A.M.-1 P.M.	Children: 9 A.M.-12 N
Location of Classes	Classes at Toepfort Housing Authority Stoneham	Classes at Tisbury School Vineyard Haven	Classes at Mental Health Center Fitchburg	Classes at Whittier School Amesbury Bellevue School Newburyport Brown School Newburyport	Classes at McKinley School Revere

10150

10151

I. INTERVIEW - PROJECT DIRECTOR

One of the goals of Project Head Start was to establish programs that focus on the parent as well as the child.

1. What materials were used to make the community and these parents aware of Project Head Start and what it had to offer ? (Probe: Parents)

2. a) Were parents involved in pre-planning? If so, how ?

2. What responsibility did you have in setting up the part of the program that focuses on parental involvement? (If respondent didn't, who did?)

3. What responsibility do you now have for this part of the program? (If respondent hasn't any, who has ?)

4. Describe the program. (Look for parent's involvement both as a learner and as a participant).

5. How does the part of the program concerning parental involvement seem to you to be going ?

6. Can you even now see certain clear strengths in the program of parental involvement? Any weaknesses?

7. Can you suggest any remedies?

8. Conversational probing: background of director (respondent).

9. Conversational: I would like to talk to center heads, especially teacher-directors; can you tell me who they are and where they can be reached?

10. Ask for structure of the program:

    a)Size and locations in relation to target poverty areas.

    b)Staff, and their qualifications

    c)Dates - start and finish

    d)Any changes in the program since the proposal

10152

II. INTERVIEW - TEACHER

One of the goals of Project Head Start was to establish programs that focus on the parent as well as the child.

I. In what ways have you involved or do you plan to involve parents in the program ?

Probe:
1. Daily contacts - bringing, picking-up children.

2. Meetings -

If yes, then; What type of meetings and how many do you plan to have (have you had) ?

When ?

Where ?

Why ?

By whom ?

For what ?

If no, Why not ?

3. Conferences -

If yes, then; What was planned ?

What happened ?

Type - formal or informal ?
child development centered ?
problem centered ?

Place

Time

Purpose

By whom

How many ? With what parents ? How selected ?
How scheduled ? How announced ?

If no, Why not ?

10153

4. Trips - Do parents accompany the group on trips ?

If yes, how ?

Which mothers ? Which fathers ?

5. Parent visits to school -

Scheduled ?

Unscheduled ?

How many ?

Which mothers ? Which fathers ?

6. Parent observation at school -

Scheduled ?

Unscheduled ?

Preceded by conference ?

Followed by conference ?

On the "spot" explanations ?

How many ?

Which mothers ? Which fathers ?

7. Teacher visit (observe) home -

What is the basis for
the decision to make a
home visit ?
Scheduled? - how ?
Unscheduled ?

8. Other activities ?

9. Add on question #9 of Intern schedule. Selection of parents to interview.

10154

III. INTERVIEW - HEAD SOCIAL SERVICE WORKER

Before Session

1. Did you take part in the recruitment of children for Head Start?

   If yes, how?

   If no, do you know how the recruiting was done?

2. How were children recruited?

   a) Town census?

   b) School census?

   c) Welfare referrals?

   d) How were the parents told about Head Start ?

   e) What were they told?

   (did)
3. What family background information do you have?

   a) Income?

   b) Number of children ?

4. Where is the information now ?

5. What level of poverty would you say most of these families represent?

During Session

6. What is your responsibility now?

7. How do you go about it?

8. Who is on your staff?

9. What do you tell the parents?

10. How do you define your role in terms of:

    a) Health services ?

    b) Educational aspects of the program?

11. Do you schedule meetings (for parents) ?

Interview
Head Social Service Worker - 2

12. Do you visit homes ?

13. On what basis do you make home visits ?

14. Do you visit centers ?

15. What do you feel are the strengths of the program ?

16. What do you feel are the weaknesses ?

17. Do you have any suggestions for remedying them ?

10156

IV. INTERVIEW - SOCIAL SERVICE "INTERN" WORKER

1. What are your responsibilities ?

2. How many families are you responsible for ?

3. How often do you visit a home ?

4. What do you tell the parents ?

5. What are their responses ?

6. How do you interpret the educational aspects of the program to parents ?

   Health aspects ?   Social services ?

7. What do you feel are the strengths of the program ?

8. What do you feel are the weaknesses ?

9. We would like to interview some parents. Whom should we interview ? How would you suggest that we select parents from your group for interviewing ? These are our criteria. What do you think of them for use with your group ? How do we schedule interviews ? Is there space away from home for interviewing ?

   When you have decided on the parents to be interviewed, please give us background information on these families and tell why you selected them.

10157

V. INTERVIEW - PARENTS WORKING IN THE PROGRAM

1. How did you hear about Head Start ?

2. Did you help in the pre-planning ?

   for the Community ?

   for your center ?

3. What did you expect Head Start to do with (for) your child ?

4. What are your responsibilities as a worker for Head Start ?

5. What were your expectations ?

6. Was there any training program ? Before Head Start began ? Are there staff meetings now ?

7. What is your relationship with the other staff members ? With the peopde in the neighborhood ?

8. How do you feel about the size of the group of children ?

9. How do you feel about the facilities ? Did you help set up the facilities ?

10. Do you attend parent meetings ? Why ?

11. How do you feel about the social services offered ?

12. Were you present at the medical examination of your child ?

10158

VI. Interview - PARENTS NOT WORKING IN THE PROGRAM

1. How did you hear about Head Start ?

2. How much did you know about it before your child was enrolled ?

3. Did you help in the pre-planning ?

   a) For the community ?

      If yes, What did you do ?

   b) For your center ?

      If yes, what did you do?

4. What did you expect Head Start would do with (for) your child ?

5. Have you been in the center ?

      If yes, How did you happen to come ?

      Did you help set up any of the equipment ?

6. What do you think of the center ?

   a) area

   b) equipment

   c) playground

   d) staff

   e) menu

   f) schedule

7. Is it what you expected ?

      If yes, in what ways is it like you expected ?

      If no, in what ways does it differ from what you expected ?

8. Have you visited the center while the group was in session ?

10160

CODE FOR Q1

Both for Parents Working and Not Working in Program

Column 1 **Source of Information**

1. Public Agency
2. Private Agency
3. School
4. Radio/TV
5. Newspaper
6. Neighbor/Friend
7. Other (please specify)
8. Don't Know (DK)
9. Not Ascertained (NA)

Column 2 **Form of Information**

1. Face to face conversation
2. Telephone conversation
3. Directly addressed letter
4. Generally distributed flier
5. Heard/Seen on mass media
6. Read in newspaper, magazine
7. Other (please specify)
8. DK
9. NA

Column 3 ***Type of Contact**

1. Personal
2. Semi-personal
3. Impersonal

.
.
.

7. Others
8. DK
9. NA

*As determined by overall evaluation of data in Columns 1 - 2.

Number of Contacts

1. One
2. Two
3. Three or more

.
.
.

7. Other
8. DK
9. NA

10161

CODE FOR Q2 (PARENTS NOT WORKING IN PROGRAM)

Knowledge Before Enrollment

1. Quite a lot, eg., indicates purposes of program and/or activities and sponsoring organization.
2. Something, eg, knows sponsor and/or an activity.
3. Little, eg, knows only for nursery ages.
4. Nothing.

*

*

*

7. Other.
8. DK.
9. NA.

10162

CODE FOR 03 (Parents working in program)

04 (Parents not working in program)

Column 1

Area of Expectations

1. Skills and Knowledge eg. get him ready for school, teach him to read.
2. Personal/Social Relations eg. teach him to get along with others, make him less shy
3. Discipline/Control eg. teach him to behave, help him to learn manners
4. Health and Safety eg. provide him with good health services, give a safe place for him to play
5. Child Care/Babysitting eg. feed him, get him out of the house for a while

*
*
7. Other
8. DK
9. NA

Column 2

Object of Expectations

1. Effect upon child
2. " " parent
3. " " Both

*
*
*
7. Other
8. DK
9. NA

Column 3

Time Orientation of Expectations

1. Present
2. Future
3. Indefinite

*
*
*
7. Other
8. DK
9. NA

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CODE FOR Q6 (PARENTS NOT WORKING IN PROGRAM)

For each item a-F code on the following:

Column **Evaluation**

1. Excellent
2. Good
3. Fair
4. Poor

*

*

*

7. Other
8. DK
9. NA

Column **Adequacy**

1. Good location
2. Helpful, kind, nice
3. Attractiveness
4. Large, spacious
5. Convenient for parent
6. Convenient for child/both
7. Other
8. DK
9. NA, Inappropriate